within 30 days of the date on the notice. The Department Chair will start the process to reevaluate the student's status.

Satisfactory Progress and Attendance for Veterans

In order to be certified by the Department of Veterans Affairs for tuition assistance, a student must be enrolled in a full course of study. If, for some reason, the student desires to drop a course during the quadmester that would bring the course load below full time, permission must first be obtained from the student's academic advisor. Once the Registrar's Department is notified of the drop from full time to part time course load, it will notify the Veteran Affairs Office of the reduction.

Degree Requirements

Course requirements for graduation are listed under each individual program. A student who is continuously enrolled, i.e. is registered for at least one course in a year, may choose the degree requirements to be satisfied from:
1. the catalog in effect when the student first enrolled or;
2. any subsequent catalog.

A readmitted student may choose degree requirements to be satisfied from:

1. the catalog in effect when the student was readmitted or;
2. any subsequent catalog provided the student is continuously enrolled after readmission.

The total number of credit hours from courses taken at RNU (except those on an "S/U" basis) and presented to meet the requirements for a specific degree, divided into the total quality points received, must equal to 2.0 or greater for Bachelor's and 3.0 or greater for Master's degrees.

A candidate for a degree, upon registering for the final quadmester of enrollment, must announce graduation candidacy to the Registrar by filing a formal Graduation Intent Form. At that time, the Registrar must be furnished with a list of all courses the student wishes to submit in fulfillment of the requirements for the degree. It is the responsibility of the candidate, after consultation with the major department and the Registrar, to make sure that the courses fulfill all requirements for graduation. The student's major advisor, who certifies that the courses taken meet the requirements for the degree specified, must sign the Graduation Intent Form. Any arrangement involving a departure from the regular requirements for graduation requires the approval of the Academic Dean.

All fees, and financial, and academic obligations to RNU must be resolved before a student will be awarded a degree or receive a transcript.

The University reserves the right to make curriculum changes. Assurance is given to students that proper measures will be employed to avoid hardships that may result from such changes. An annual degree check is available to all RNU degree students who wish to verify their progress toward a degree.

Terminal transfer credits, i.e. credits earned at another college or university in order to complete the last degree requirements at the university, are not allowed except by approval of the Academic Dean when unusual circumstances appear to justify it. A student who anticipates the need for requesting terminal transfer credit should do so as soon as practical and in no event later than the time of filing the Graduation Intent form for a degree. The request should be addressed to the Academic Dean. It should contain a statement of the circumstances which, in the student's judgment, justify the request, and a specific statement of the program proposed for obtaining the terminal credits. Approval, if granted, will be of a specific program. The student is responsible for providing an original transcript of completed coursework from the approved institution. No degree will be awarded without completion of all conditions identified in the approval letter.

Students' Rights, Privileges and Responsibilities

Students who enroll at Reagan National University should do so with the realization that they are presumed to be serious and committed to academic purposes and are expected to conduct themselves as good citizens of the university community.

An effective guardianship of the health, general safety, and welfare of all students must be maintained.

The final responsibility for the accomplishment of these purposes must rest upon the administration and faculty of the institution who may prescribe certain rules and enforcement procedures for guidance toward these ends. Information concerning such rules and additional procedures is contained in the RNU *Student Handbook* and in supplementary bulletins that may be published from time to time.

RNU is committed to the full support of the rights of its students, including due process in student disciplinary matters. Detailed procedures designed to safeguard student rights and to guarantee fair and impartial treatment of any and all disciplinary cases are published in the RNU *Student Handbook*. Methods developed to provide due process in student disciplinary matters are based on the 1967 joint recommendations of the American Association of University Professors, the National Association of Students, and the National Association of Student Personnel Administrators; they conform to Title IX-Educational Amendments of 1972.

Student Services

The mission of Student Services is to develop and provide access to programs that pertain to student lifestyle and culture in order to strengthen the bonds within in the student community and improve the overall student experience.

Some of the responsibilities and programs in the Student Services Office include:
- Alumni Services
- Job placement
- Academic advising
- Liaison with other educational institutions

Alumni Services

Our students' relationship with the University does not stop upon graduation. The Alumni Services Office works to foster and strengthen those lifelong relationships and keep them connected with the Reagan National University. Whether it is attending an event, donating to a scholarship or referring a student, RNU alumni lead the way.

Alumni Association

Alumni Services office works closely with the Alumni Association in its endeavor to support the advancement, growth and development of Reagan National University. All graduates of RNU are members of the RNU Alumni Association, which is governed by a Board of Directors. For more information, please check:

www.rnu.edu/alumni

Job Placement

The mission of the Career Services Office is that it is dedicated to assisting RNU students and alumni in preparing and maintaining a successful career. Job placement services are available to graduates, currently enrolled students and former students. This office serves as a source for employment opportunities. The Job Placement program continues to receive information about a substantial number of career-oriented positions, thus, providing students the opportunity to match their majors or interests with related employment.

Services of the Job Placement program include, but are not limited to:

- **Résumé Assistance:** Résumé assistance is offered through workshops and by appointment. Regularly, the Career Services Office sponsors résumé building workshops and job fairs. All students and alumni are urged to attend.
- **Job Opportunity Listings:** Employers may email, fax, or mail any employment opportunities to the University. These openings will remain active until the position is filled or until the employer is no longer interested. Students may find job listing posted online. This information is shared with alumni and department heads upon receipt.
- **Employer Resource Library:** The Career Services Office maintains an employment resource library that contains information on many of the local companies. Employers are encouraged to send information to be included in this library. Also, many of the employer applications are maintained within these files.
- **Career Search Counseling:** The Career Services Office maintains alumni and salary information for statistical purposes. The office is also available to do limited career search testing. Students are encouraged to contact their academic advisor for the most current developments within their field of study.

Library Services and Learning Resources

In order to provide a vast array of electronic resources to RNU faculty and students, the library subscribes to commercial library services that provide online resources: Jones E-global, LIRN and ELibrary. Each is described below.

A. E-Global Online Library Resources online collection provides the following access to RNU students:
   • The eLibrary "Academic Complete" electronic database provides students with 30 electronic databases that provide full-text articles, citations, and abstracts;
   • 24,000 electronic books covering business and economics, computers, technology and engineering, humanities, life and physical sciences, and social and behavioral science; approximately 15 percent are on topics directly relating directly to business and economics;
   • 124 research guides outlining the broad range of research resources available;
   • 5,000 evaluated content-rich Web sites;
   • 325 federal government sites that lead to more than 150,000 documents;
   • 775 government agency sites; and
   • Four tutorials that help students conduct research more effectively.

B. Within the LIRN online services the following resources are available.

Reference collection – The Reference library contains 112 titles.

Infotrac Databases – There are now over 75,000,000 articles in the Infotrac databases. It is estimated that there are over 150,000,000 articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books and reference titles in the collection.

Business Resource Center – Business and Company Resource Center is a fully integrated resource bringing together company profiles, brand information, rankings, investment reports, company histories, chronologies and periodicals. Predicast's PROMT and Newsletter databases are fully integrated in this database. Search this database to find detailed company and industry news and information. Business and Company Resource Center contains 4,090 periodical titles

Computer Database – This database contains computer-related product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications and the application of technology. There are 669 titles in this database.

Custom Newspapers – Indexing and full text for the London Times (1/97-), Intl Herald Tribune (1/96-), Atlanta Journal-Constitution (3/98-), New York Times (11/00-), Los Angeles Times (1996-), Christian Science Monitor (1996-), and St Petersburg (FL) Times (11/99-).

General Business File – Analyze company performance and activity, industry events and trends as well as the latest in management, economics and politics. Access to a combination of broker research reports, trade publications, newspapers, journals and company directory listings with full text and images is available. The general business file includes 3,916 titles.

Health & Wellness Resource Center & Alternative Health Module – The Resource Center gives students access to magazines, journals, newspapers, definitions, directories, with information on: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health and Safety, Alcohol and Drug abuse, Prescription Drugs, etc. Included are links to diet, cancer, and health assessment sites as well as government databases.

Health & Wellness Resource Center includes 886 journals. H&WRC also contains the health articles from 1000 general interest periodicals. There are also 300 full-text pamphlets. There are 28 reference titles. H&WRC also includes the Health & Lifestyle sections of approximately 30 newspapers. Also included in this database is an alternative health module.

Health Reference Center Academic – This database has articles on: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health and Safety, Alcohol and Drug abuse, HMOs, Prescription Drugs, etc. There are 926 titles in the database.

LegalTrac contains 1,448 titles supporting paralegal and criminal justice programs.

Literature Database – Literature Resource Center provides access to biographies, bibliographies, and critical analyses of authors from every age and literary discipline. Combining Gale Group's core literary databases in a single online service, the Literature Resource Center covers more than 120,000 novelists, poets, essayists, journalists, and other writers, with in-depth coverage of 2,500 of the most-studied authors.

There are 269 titles linked to the MLA international bibliography, 22 reference titles, and 16 titles from the Scribner writer's series and the Twayne's Author series covering 552 authors.

Newsletters ASAP provides access to information from specialized business, industry and technology newsletters issued by various news services and industry watchers. There are over 500 full text newsletters in the database.

OneFile contains all of Gale Group publications – 10,070 titles to date.

Opposing Viewpoints Resource Center draws on the acclaimed social issues series published by Greenhaven Press, as well as core reference content from other Gale and Macmillan Reference USA sources to provide a complete one-stop source for information on social issues. Students have access to viewpoint articles, topic overviews, statistics, primary documents, links to websites, and full-text magazine and newspaper articles. Opposing Viewpoints has over 200 reference titles including several specialized encyclopedias, 199 full-text periodicals, and 5 newspapers. OVRC also contains web sites, primary source documents and a statistics file. The database is also linked to the Academic ASAP database for document searches.

Student Resource Center Gold – This is a fully integrated database containing thousands of curriculum-targeted primary documents, biographies, topical essays, background information, critical analyses, full-text coverage of magazines, newspapers, over 20,000 photographs and illustrations, and more than 8 hours of audio and video clips. It includes the Student Resource Center-Health Module. The resource center also includes style writing guides and tutorials on

research. The database has 1,268 tiles. Current information on titles in these databases is available at: http:www.gale.com/title_lists/. Online training resources concerning these databases are available at:

http://support.gale.com/display/4/search.esp?tab=search

C. The ELibrary: provides access to full-text articles and transcripts from more than 2,337 magazines, newspapers, books, and radio/TV programs, along with access to more than 250,000+ photographs and maps and over 20,000 unique educational audio/video resources. The ELibrary is a 100% full text, general research database. It contains more than 920 Magazines, 231 Newspapers, Maps, Books, Photos, Transcripts, Audio and Video Resources. It also contains the complete works of Shakespeare, other classic full-text literature resources and a Reference Desk with a Dictionary, Thesaurus, Encyclopedia and more. For ELibrary collection updates the user can go to: www.proquestk12.com/pic/pdfs/elibtitlelist.pdf. For training on the use of the ELibrary the user can go to: www.proquestk12.com/productinfo/elibrary.shtml#2

ProQuest–Psychology – With complete information from over 400 top psychology and related publications, this database meets the needs of both students and mental-health professionals. All the source publications are available in the ASCII full-text format. Nearly all of them also offer articles in the full-image and Text+Graphics Science & Technology formats.

Research Library Complete – This is a comprehensive General Reference database. The major subject areas covered are; Arts, Education, General Interest, Health, Humanities, International, Law, Military, Multicultural, Psychology, Sciences, Social Science and Women's Issues. There are 3,723 titles in this database. To access updates on the research collection the library user can go to: http://www.proquest.umi.com/pqdweb?PQT=317&SQ=&vDBID

Books in Print Bowker Publishing – Books in Print provides librarians with access to all books and reviews.

As a result of the self-study process, the University became aware of the need to establish a standing library advisory committee made up of faculty and administrators.

To formally monitor ongoing library usefulness and needs, the library intends to conduct an annual survey of student and faculty opinions on library resources and services in support of the academic and research endeavors. Survey instruments that have been used by other university libraries for this purpose are being collected and examined by the librarian; most are internet tools. Naturally, the RNU survey will be customized to relate to the mission and the goals of this university; to create a uniquely RNU instrument. The results of this survey effort will be compiled and distributed within the university community. Informally, user feedback on library resources, services and equipment are received through the library suggestion email box and other informal channels – online communication with librarian and staff; e-mail messages and "chat" input.

RNU librarian is accessible either by telephone or e-mail during the following operation hours: 9 AM to 6 PM daily except Saturday, Sunday and holidays. The online library is open 24 hours everyday.

Code of Conduct

The Reagan National University is an academic community committed to fostering an environment of trust, respect and intellectual learning. All members of RNU are responsible for the consequences of all their actions, including, but not limited to, those that defame, libel, injure or sexually harass others.

Academic Integrity

Work assigned to be completed such as projects assignments (group or individual), essays, research papers, or programming projects play a particularly important role in the learning and knowledge retention process. In recognition and reinforcement of this importance, instructors place significant weight in the grading process to this aspect of class work. It is thus essential that each student's work reflect his or her own capability. RNU has consistently taken a strong stand on cheating, plagiarism, and other forms of dishonesty. Instructors retain considerable latitude in the penalties they may invoke for dishonesty. Usually, the **first time**, the student will receive a **0 grade** for that individual assignment. The **second time**, the student will receive an '**F' for that course**. The **third time**, the student will be **dismissed from the University**. Consequences are determined from a case-by-case basis by the University. Students involved in research must give proper credit for other people's ideas when presenting those ideas in their own writing. Research deals in ideas, just as banking deals in dollars, and it is equally vital to give an accurate accounting of each. Any student undertaking research must thoughtfully consider the University's policy on ethics in research. Utilizing another individual's work without giving proper credit or citation to the individual is considered plagiarism. The University has many methods and processes for detecting plagiarism. Students who plagiarize may be subject to remedial plagiarism avoidance trainings or expulsion from RNU.

In order to constantly improve the standards of academic quality at RNU, students must understand that they play an integral role in this process. If a student should witness dishonest behavior, he or she is expected to report that behavior to university officials. Failure to do so makes the witness as culpable as those committing acts of dishonesty.

Enforcing the Reagan National University Code of Conduct (Refer to *the Student Handbook*)

- Students' responsibility to enforce the RNU Code

  All students observing a violation of the RNU Code are obligated to report the incident to the instructor involved, or to an appropriate faculty or staff if the alleged act is not associated with a specific class.

- Faculty and staff responsibility to enforce the RNU Code

  Each faculty or staff member who discovers a violation of the University's Academic Honesty policy is obligated to follow the procedures set forth by the University. The RNU administration fully supports all faculty and staff members in adhering to these rules.

- Ethics Advocates

A group of students and faculty members shall be appointed by the President to serve as Ethics Advocates. Ethics Advocates are charged with the following responsibilities:

1. Assisting in RNU Code revisions and approval processes;
2. Facilitating distribution of the RNU Code to all segments of the RNU communities;
3. Assisting in the development and distribution of RNU business ethics programs and informational materials.

Verification of Student Identity

The purpose of this policy is to ensure that Reagan National University operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in education.

One or more of the following methods must be used:

- A secure login and pass code;
- Proctored examinations; and/or
- New or emerging technologies and practices that are effective in verifying student identification.

All methods of verifying student identity must protect the privacy of student information. If any fees associated with the verification of student identity will be charged to students, they must be notified of these charges in writing at the time of registration or enrollment.

Complaint and Grievance Policies

The Reagan National University complies with Federal regulations (Title IX of the Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the American Disabilities Act of 1992) designed to provide equitable treatment of all students regardless of race, national origin, sex, age, sexual orientation, or disability. It is committed to the ideal that all students should have recourse from unfair and improper action on the part of any member of the University community. The University believes many complaints can be resolved through an open, honest dialogue between the persons involved. Students are strongly encouraged to resolve any concern informally through the appropriate department or division administrator. If needed, the Registration Office will direct the student to the appropriate department or division administrator to initiate the informal process. The administrator will work with the student to resolve the student's question, concern, or complaint. If the student is not satisfied with the discussion and any suggested resolution, the student may file a formal complaint.

Student complaints or grievances are handled through one of two procedures depending on the nature of the grievance – **academic** (not include grade or evaluation dispute) and **non-academic or non-grade** related. When a grade or evaluation dispute occurs, students are required to file their written petition or grievance within 60 days to the Chair of the appropriate academic department after the grade has been rendered. Petitions or grievances initiated after the 60 day deadline will not be considered. Based upon professional judgment, the instructor is solely responsible for the grade assigned. No instructor may be directed to change a grade unless a mistake, fraud or bad faith by the instructor is proven. The burden of proof for the existence of mistake, fraud or bad faith on the part of the instructor is the responsibility of the student. A student who believes University academic regulations including University grading procedures and/or grading criteria have not been followed must attempt to resolve the issue by discussing the differences of opinion with his/her instructor as a first step. If the student is unable to reach agreement with the instructor, the student may take the complaint to the department chair and then, if no resolution is reached, to the Academic Dean, whom will make the final decision.

An **academic complaint** is any non-civil rights related complaint generated by an individual student concerning the work-related activities of any faculty member except for grade evaluation. The informal process is to provide information to the student that will assist the student and instructor in mutually resolving the concern or problem. If the student is not satisfied with the discussion and suggested resolution, the student may file a formal complaint against the faculty member. Any formal complaint must refer to actions of the Faculty member within the course and scope of his/her employment. A grade change request based strictly upon academic considerations shall not be considered a complaint against a Faculty member. If the student believes the decision offered by the faculty member or the faculty member's supervisor through the informal process did not provide a resolution, the student may then use the formal complaint process.

Students should make every attempt to pursue concerns in a timely manner and should be reported within 30 calendar days from the date the decision was provided to the student.

Formal Process: A student may petition the Academic Dean in writing to resolve a complaint not resolved during the informal process. The petition must be as well defined, objective as possible and contain the following information:

1. Name of the faculty member.
2. Statement of facts and nature of the formal complaint.
3. Date(s) of the incident(s).
4. Resolution being sought by the student(s).
5. Name of the student(s) filing the formal written complaint.
6. Signature of the student(s) and the date submitted.

The Academic Dean will either make a decision or refer the matter to the Academic Committee. Should the Academic Dean refer the issue to the Academic Committee, the committee will review the complaint and make a determination on the issue. The decision/recommendation of the committee will be communicated to the Academic Dean in writing. The Academic Dean will review the decision/recommendation and communicate it to the student in writing.

Appeals Process: A student complaint arising from an action of the Academic Committee must be addressed in writing to the Academic Dean. Following receipt of the decision taken by the committee by the student, the student must file a written appeal to the Academic Dean within 10 calendar days or the compliant is waived. The Academic Dean may refer the appeal back to the committee for review or to the Appeals Committee for consideration and recommendation. If the appeals process is initiated, the following protocol will be followed:

a. The chair of the Academic Committee or Appeals Committee provides the student with written notice of the hearing not less than seven calendar days prior to the hearing.
b. The student must present all relevant evidence at the hearing and may be accompanied by a faculty advisor of his/her choice.
c. The recommendation of the Academic Committee or Appeals Committee is submitted in writing to the Academic Dean.
d. The Academic Dean, after review of the record and recommendation(s), renders a decision and notifies the student in writing.
e. The decision of the Academic Dean is final.

A **non-academic or non-grade** complaint may be a complaint related to civil rights, services, violation of FERPA Regulations, or other complaints not academic in nature. This include: any act or threat of intimidation, discrimination or harassment; any act or threat of physical aggression; arbitrary action, violation of student rights, or imposition of sanctions without proper regard to University policy as specified in the Education Code, Board Policy, and/or Administrative Procedures; violation of Title IX and any violation of Section 504 with reference to the rights of disabled students.

Formal Process: If the student is not satisfied with the outcome of that attempt, then he or she should submit a formal complaint, within 30 business days after the attempt to resolve the issue to the Academic Dean.

<u>Step 1:</u> The petition must be as well defined, objective as possible and contain the following information:

1. Name
2. Date
3. Brief description of the incident being grieved
4. Remedy requested
5. Signed and informal remedy attempted by student and outcome

If the grievance is against the Academic Dean, the student shall file the grievance with the Office of the President.

<u>Step 2:</u> The Academic Dean will investigate the matter and supply a written response to the student within 30 business days.

<u>Step 3:</u> Appeal of Staff Response: If a student is unsatisfied with the response from the Academic Dean, the student may appeal the decision to the President of the University. The University staff has no right to appeal.

a. A student shall file a written appeal to the President within ten business days of receiving the response from the Academic Dean.

b. The appeal will be decided based entirely on documents provided by the student and the administration; therefore, the student must ensure that he/she has provided all relevant documents with his/her appeal.

c. At the President's sole discretion, grievance appeals will be held in one of the following two ways:

1. The President may review the information provided by the student and administration and make the final decision; or

2. The President may appoint a cross-functional committee comprised of five members, including one chair, to make the final decision.

d. The decision of either the President or the cross-functional committee shall be made within ten business days of receipt by the President of the appeal.

e. Whichever process is chosen by the President, the decision of the grievance appeal is final. Retaliation against a student for filing a grievance is strictly prohibited.

Administrative Policies

School Closing

Normally, a decision on closing is made early in the morning of the affected day. Once the decision is made, the media are notified and notices begin appearing on the radio and TV at 7 am. Shortly thereafter, the web site and answering machine will be updated. The notices all expire at midnight. The next day's status may not appear until after 7 am or until a new determination is made. It is university policy to reschedule these days when, and if, an excessive number of class days must be canceled because of inclement weather.

Transcript Validation

A transcript is official only when imprinted with the embossed, dated seal of the Registration Office of Reagan National University and the signature of the Registrar. Official transcripts bear a University ink stamp. This record is for the recipient only and may not be reproduced.

All international undergraduate transcripts have been evaluated by member organizations of AICE and NACES. Copies of their original and evaluated transcripts are attached.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that protects the privacy of student education records. In accordance with regulations issued under FERPA, the Reagan National University provides notification to our enrolled students of their rights under FERPA, as well as an explanation of the exceptions under FERPA that allow the University to disclose information from the student's education record without consent. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives the written request. Students should submit a written request to the registrar that clearly identifies the record (s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the record (s) may be inspected.

2. The right to request the amendment of education records that the student believes are inaccurate or misleading. Students may request that the University amend a record by writing a letter to the registrar clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Disclosures can be made without student consent to the following: school officials with legitimate educational interests; accrediting agencies or organizations conducting educational studies; personnel in connection student applications for, or receipt of, financial aid; public authorities with a judicial order or subpoena for such information;

those involved in an emergency situation if the information is necessary to protect the health or safety of students or other persons; and directory information services.

4. Reagan National University has designated the following as directory information:
   - Name of student
   - Address of a currently enrolled student
   - Major field of study
   - Dates of enrollment
   - Degrees and dates conferred
   - Academic honors and awards received

5. If students do not wish the University to release directory information, they must submit a request in writing to the University Registrar for non-disclosure of directory information.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Reagan National University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

All questions with respect to a student's rights under FERPA should be directed to the Registrar's Office.

Change of Name and Address

It is the student's responsibility to maintain current contact information (address, phone and email) on their RNU account. The University must have up-to-date information on file for mailing important correspondence or for use in the event of an emergency. The student's address should reflect the location at which they wish to receive all correspondence.

Students can submit address changes online. Addresses are validated through the University at point of entry to prevent errors and ensure USPS requirements are met. If an address cannot be submitted and all fields have been verified as accurate, the student may contact the Registration Office for assistance.

To change your name, you must submit the legal documentation to the Registrar's Office with the official declaration of your name change (e.g., copy of new driver's license, marriage license, divorce decree, or other legal document).

Dean's List

An Honor Roll of undergraduate students who earn 12 credits hours and graduate students who earn 9 credit hours with a 3.5 or higher CGPA is released at the end of each quadmester. At least half of those credit hours must have been assigned letter grades.

Undergraduate students who earn 12 credits hours and graduate students who earn a CGPA of 3.9 or better while carrying at least 9 hours will be named to the Dean's List.

COURSE CODES

A course is recognized by its prefix (e.g., "ACC 500"), and its full title (e.g. "Financial Accounting Analysis"). The prefix is composed of two parts, a letter part indicating a field of study, and a numeric part indicating the level to which the course belongs. Thus,

ACC   =   Accounting

ANT   =   Anthropology

ART   =   Art

COM   =   Management Communications

CSC   =   Computer Science

ECO   =   Economics

FIN   =   Finance

HST   =   History

IFS   =   Information Systems Technology

LAW   =   Law

MAT   =   Mathematics

MGT   =   Business Management

MKT   =   Marketing

PHI   =   Philosophy

POL   =   Political Science

SCI   =   Nature Sciences

SOC   =   Social Sciences

STA   =   Statistics

Generally, the numbering system works as following:

001 – 099   Non-credit Courses

101 – 499   Bachelor Courses

501 – 599   Master Courses

Undergraduate Programs

Admissions

Application for admission must be submitted to the Admissions Office. The Admissions Department places particular emphasis upon the following:

1. Completed/signed application form;
2. Non-refundable $75 application fee;
3. Secondary or high school transcript
4. Test results of the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT) (for reference and guidance) (Optional)
5. College transcripts
6. Two letters of recommendation from the applicant's principal, teachers, employers or guidance counselor.

The University will accept for admissions into the undergraduate program, in place of a high school transcript, a signed and dated attestation/affidavit from the applicant. If you would like a copy of the attestation/affidavit, please contact the Admission's office at admissions@rnu.edu and one will be emailed to you.

English Proficiency Requirements

A minimum score of Test of English as a Foreign Language (TOEFL) 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS) or 44 on the PTE** Academic Score Report.

If a student does not fulfill the University's English proficiency requirements, he or she must take RNU's English Placement Test. Students may register for it through their advisor. The English Placement Test will assess student skills and correlate them with a recommended English Proficiency Program course.

Transfer Policy

- Minimal acceptable grades are: 'C' for undergraduate.
- Reagan National University will only accept credits within the most recent 7 years or fewer. The maximum numbers of credit transfer are:

A maximum of three-fourths of the credits required may be awarded for transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.

Graduation Requirements

All Bachelor's degree require the successful completion of a minimum of 120 credit hours with a 2.0 CGPA. The Chair of the appropriate department must approve the course sequence and

program completion. All financial obligations to the University must be fulfilled before a student will be permitted to graduate.

Bachelor of Business Administration (BBA) Specialized in Finance

The Bachelor of Business Administration Specialized in Finance is designed to prepare students for professional financial careers in industrial, financial, governmental, not-for-profit, and consulting organizations. Students majoring in finance have access to a faculty working across a wide range of subjects, including international finance, investment, corporate finance, finance economics, and commodity markets. Exposure to new research and age-old questions prepares students to be leaders in the financial services industry. The 120-credit Bachelor of Business Administration in Finance develops a solid foundation in principles of finance, including capital management, investment and portfolio management, financial institutions, and personal finance.

Course requirements: 120 credit hours

General Studies Courses: 60 credit hours
(Courses marked with "*" are required.)

English: minimum 9 credit hours

COM 303	Intercultural Communications
COM 305	Writing for the Internet
ENG 111*	College English I
ENG 112*	College English II
ENG 113*	Introduction to Speech

Analytical Reasoning: minimum 9 credit hours

MAT 103*	College Algebra
MAT 114	Mathematics for Computer Science
MAT 231*	Calculus
STA 201*	Introduction to Statistics

Cultural Studies: minimum 6 credit hours

ANT 122	Introductory Anthropology
ANT 214	Human Evolution
ANT 219	Environmental Anthropology
HST 111	Early American History
HST 112	Islam and the Middle East
HST 213	History of Traditional East Asia

Arts & Humanities: minimum 6 credit hours

ART 115	Modern Art History
PHI 201	Introduction to Western Philosophy
PHI 301	Logic
PHI 302	Ethics

Natural Sciences: minimum 6 credit hours

SCI 124   Introduction to Chemistry
SCI 134   Introduction to Biology
SCI 144   Introduction to Physics
SCI 154   Introduction to Geology
SCI 164   Introduction to Environmental Science

Social & Behavioral Sciences: minimum 6 credits

POL 120   American Political Thoughts
POL 130   Climate Changes and International Politics
SOC 300   Social Psychology
SOC 313   Law and Society

Major Requirements: **60 credit hours**

Concentrations: **45 credit hours**

ACC 201   Introduction to Financial Accounting
ECO 201   Principles of Microeconomics
ECO 202   Principles of Macroeconomics
FIN 201   Finance Theory
FIN 301   Financial Law
FIN 333   Financial Quantitative Methods
FIN 356   Financial Capital
FIN 380   Entrepreneurship
FIN 411   Investment
FIN 420   Real Estate Finance
FIN 422   Corporate Finance
FIN 423   International Trade
MGT 201   Principles of Management
MKT 201   Marketing Principles
MKT 307   Contemporary Globalization

Major/Concentration Electives (choose 5)**:   **15 credit hours**
ACC 215   Computerized Accounting
ACC 319   Managerial Accounting
ECO 307   The Global Economy
FIN 267   Personal Finance
FIN 352   Security Valuation
FIN 439   Behavioral Finance
MGT 300   Strategic Planning
MGT 313   Teams, Groups and Leadership
MKT 377   E-Commerce

** In selecting concentration courses, students are advised to consult with the Chair of the Finance Department.

Bachelor of Business Administration (BBA) Specialized in Management

The Bachelor of Administration Specialized in Management degree program is organized to provide a general overview of the operations of business and the business environment. Students learn to balance theory and practice to become effective managers within all sectors of organizational life. This degree with a full range of management courses and management concentrations that prepares students for specific management responsibilities. Course work and a whole array of student resources help undergraduate students develop the communications, presentation, and analytical skills required by contemporary managers. More specifically, professional development is available through various student activities as well as the career services offered by the University.

Course requirements: 120 credit hours

General Studies Courses: 60 credit hours
(Courses marked with "*" are required.)

English: minimum 9 credit hours

COM 303	Intercultural Communications
COM 305	Writing for the Internet
ENG 111*	College English I
ENG 112*	College English II
ENG 113*	Introduction to Speech

Analytical Reasoning: minimum 9 credit hours

MAT 103*	College Algebra
MAT 114	Mathematics for Computer Science
MAT 231*	Calculus
STA 201*	Introduction to Statistics

Cultural Studies: minimum 6 credit hours

ANT 122	Introductory Anthropology
ANT 214	Human Evolution
ANT 219	Environmental Anthropology
HST 111	Early American History
HST 112	Islam and the Middle East
HST 213	History of Traditional East Asia

Arts & Humanities: minimum 6 credit hours

ART 115	Modern Art History
PHI 201	Introduction to Western Philosophy
PHI 301	Logic

PHI 302   Ethics

Natural Sciences: minimum 6 credit hours

SCI 124   Introduction to Chemistry
SCI 134   Introduction to Biology
SCI 144   Introduction to Physics
SCI 154   Introduction to Geology
SCI 164   Introduction to Environmental Science

Social & Behavioral Sciences: minimum 6 credits

POL 120   American Political Thoughts
POL 130   Climate Changes and International Politics
SOC 300   Social Psychology
SOC 313   Law and Society

Major Requirements: 60 credit hours

Concentrations: 45 credit hours

ACC 201   Introduction to Financial Accounting
ECO 201   Principles of Microeconomics
ECO 202   Principles of Macroeconomics
FIN 201   Finance Theory
FIN 301   Financial Law
IFS 220   Information Policy
MGT 201   Principles of Management
MGT 300   Strategic Planning
MGT 312   Human Resource Management
MGT 313   Teams, Groups and Leadership
MGT 412   Managerial Psychology
MGT 450   International Management
MGT 472   Operations Management
MKT 201   Marketing Principles
MKT 307   Contemporary Globalization

Major/Concentration Electives (choose 5)**:   15 credit hours

ACC 215   Computerized Accounting
ACC 319   Managerial Accounting
ECO 307   The Global Economy
FIN 267   Personal Finance
FIN 352   Security Valuation
FIN 439   Behavioral Finance
MGT 431   Project Management

MGT 445   Small Business Management
MKT 377   E-Commerce

** In selecting concentration courses, students are advised to consult with the Chair of the Management Department.

Bachelor of Science in Information Technology (BSIT) Specialized in Computer Science

Reagan National University's Bachelor of Science Specialized in Information Technology in Computer Science degree empowers students to expertly design and implement computational solutions that tackle the world's most challenging social, political, environmental, scientific, medical, economic, and business problems in a socially just manner. This program focuses on the concepts and techniques used in the design and development of advanced software systems. Students in this program explore the conceptual underpinnings of Computer Science -- its fundamental algorithms, programming languages, operating systems, and software engineering techniques. In addition, students choose from a rich set of electives that includes: data science, computer graphics, artificial intelligence, database systems, computer architecture, and computer networks, among other topics.

Course Requirements: 120 credit hours

General Studies Courses: 60 credit hours
(Courses marked with "*" are required.)

English: minimum 9 credit hours

COM 303	Intercultural Communications
COM 305	Writing for the Internet
ENG 111*	College English I
ENG 112*	College English II
ENG 113*	Introduction to Speech

Analytical Reasoning: minimum 9 credit hours

MAT 103*	College Algebra
MAT 114	Mathematics for Computer Science
MAT 231*	Calculus
STA 201*	Introduction to Statistics

Cultural Studies: minimum 6 credit hours

ANT 122	Introductory Anthropology
ANT 214	Human Evolution
ANT 219	Environmental Anthropology
HST 111	Early American History
HST 112	Islam and the Middle East
HST 213	History of Traditional East Asia

Arts & Humanities: minimum 6 credit hours

ART 115	Modern Art History
PHI 201	Introduction to Western Philosophy

| PHI 301 | Logic |
| PHI 302 | Ethics |

Natural Sciences: minimum 6 credit hours

SCI 124	Introduction to Chemistry
SCI 134	Introduction to Biology
SCI 144	Introduction to Physics
SCI 154	Introduction to Geology
SCI 164	Introduction to Environmental Science

Social & Behavioral Sciences: minimum 6 credits

POL 120	American Political Thoughts
POL 130	Climate Changes and International Politics
SOC 300	Social Psychology
SOC 313	Law and Society

Major Requirements: 60 credit hours

Concentration: 45 credit hours

CSC 121	Computer Science I
CSC 122	Computer Science II
CSC 210	Database Management
CSC 211	Introduction to Digital Logic Design
CSC 224	Principles of Programming Languages
CSC 261	Introduction to Algorithm
CSC 325	Operating Systems
CSC 327	Data Structure
CSC 331	Computer Architecture
CSC 332	Data Communication
CSC 345	Computer Graphics
IFS 427	The Laws in Cyber Space
IFS 435	Cyber Intelligence
IFS 442	Software Engineering
MKT 377	E-Commerce

Major/Concentration Electives (choose 5):   15 credit hours**

CSC 365	Programming Hand Held Devices
CSC 368	Web Programming
CSC 417	Object-Oriented Programming
CSC 420	Image Processing
CSC 433	Information Retrieval
IFS 337	Principles of Decision Making

| IFS 377 | Data Mining |
| IFS 411 | Cyber Security |

** In selecting concentration courses, students are advised to consult with the Chair of the IT Department.

Bachelor of Science in Information Technology (BSIT) Specialized in Management Information Systems

The Bachelor of Science in Information Technology Specialized in Management Information Systems offers an opportunity to develop the expertise necessary for the successful deployment of new technologies. This degree prepares students to design and manage information systems for businesses. Students will complete courses in information systems with an emphasis on software development and database design as well as business courses. In addition, students will learn about configurations, methods of analysis, and system support for information systems within the context of a business environment. Students will develop proposals for implementing new information systems within an organization, choosing from a variety of methods.

Course Requirements: 120 credit hours

General Studies Courses: 60 credit hours
(Courses marked with "*" are required.)

English: minimum 9 credit hours

COM 303	Intercultural Communications
COM 305	Writing for the Internet
ENG 111*	College English I
ENG 112*	College English II
ENG 113*	Introduction to Speech

Analytical Reasoning: minimum 9 credit hours

MAT 103*	College Algebra
MAT 114	Mathematics for Computer Science
MAT 231*	Calculus
STA 201*	Introduction to Statistics

Cultural Studies: minimum 6 credit hours

ANT 122	Introductory Anthropology
ANT 214	Human Evolution
ANT 219	Environmental Anthropology
HST 111	Early American History
HST 112	Islam and the Middle East
HST 213	History of Traditional East Asia

Arts & Humanities: minimum 6 credit hours

ART 115	Modern Art History
PHI 201	Introduction to Western Philosophy
PHI 301	Logic

PHI 302   Ethics

Natural Sciences: minimum 6 credit hours

SCI 124   Introduction to Chemistry
SCI 134   Introduction to Biology
SCI 144   Introduction to Physics
SCI 154   Introduction to Geology
SCI 164   Introduction to Environmental Science

Social & Behavioral Sciences: minimum 6 credits

POL 120   American Political Thoughts
POL 130   Climate Changes and International Politics
SOC 300   Social Psychology
SOC 313   Law and Society

Major Requirements: 60 credit hours

Concentration: 45 credit hours

ACC 201   Introduction to Financial Accounting
CSC 121   Computer Science I
CSC 122   Computer Science II
CSC 210   Database Management
CSC 331   Computer Architecture
FIN 201   Finance Theory
IFS 101   Information Systems Principles
IFS 220   Information Policy
IFS 377   Data Mining
IFS 411   Cyber Security
IFS 427   The Laws in Cyber Space
IFS 435   Cyber Intelligence
IFS 442   Software Engineering
MGT 201   Principles of Management
MKT 377   E-Commerce

Major/Concentration Electives (choose 5):   15 credit hours

CSC 325   Operating Systems
CSC 327   Data Structure
CSC 332   Data Communication
CSC 417   Object-Oriented Programming
CSC 433   Information Retrieval
IFS 381   Business Process Management
IFS 439   Business Intelligence

IFS 444   Systems Analysis and Design

** In selecting concentration courses, students are advised to consult with the Chair of the IT Department.

Graduate Programs

Admissions

Application for admission must be submitted to the Admissions Office. A graduate application must:

1. Completed/signed application form;
2. Non-refundable $75 application fee;
3. College transcripts;
4. Have a bachelor's degree from an accredited institution or the equivalent from a foreign college or university;
5. Have a 2.5 G.P.A or above. If an applicant's undergraduate G.P.A. is less than 2.5, extensive review and approval from the Admissions Committee is required.
6. Two letters of recommendation from the applicant's principal, teachers, employers or guidance counselor.
7. If potential graduate students have taken the GMAT or GRE and submit their scores, this will enhance the opportunity for admissions.

English Proficiency Requirements

A minimum score of Test of English as a Foreign Language (TOEFL) 71 on the Internet Based Test (iBT), 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report.

If a student does not fulfill the University's English proficiency requirements, he or she must take RNU's English Placement Test. Students may register for it through their advisor. The English Placement Test will assess student skills and correlate them with a recommended English Proficiency Program course.

Transfer Policy

- Minimal acceptable grades are: 'B' for graduate.
- Reagan National University will only accept credits within the most recent 7 years or fewer. The maximum numbers of credit transfer are:

A maximum of one-half of the credits required for master's degrees may be given through transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.

Graduation Requirements

All Master's degree require the successful completion of a minimum of 36 credit hours with a 3.0 CGPA. The Chair of the appropriate department must approve the course sequence and program completion. All financial obligations to the University must be fulfilled before a student will be permitted to graduate.

Master of Science Specialized in Computer Science (MSCS)

The Master of Science (MS) Specialized in Computer Science program is intended for people who wish to broaden and deepen their understanding of computer science. This lauded graduate computer science program furnishes students with an in-depth understanding of core and advanced topics in computer science. The curriculum provides a solid foundation and training for both academically oriented students and students with professional goals in the many business, industrial and governmental occupations that require advanced knowledge of computer theory and technology. The ultimate goal of the program is to assist students to discover what it takes to become an innovator and leader who can thrive on the cutting edge of technology and computing.

Course Requirements: 36 credit hours

Cornerstone Courses: 15 credit hours

CSC 511	Computer Architecture
CSC 512	Operating Systems
CSC 513	Data Structure
CSC 514	Database Theory
IFS 500	Information Technology for Managers

Concentration (choose 7)**: 21 credit hours

CSC 521	Artificial Intelligence
CSC 537	Data Communications
CSC 540	Programming Languages Principles
CSC 543	Software Engineering
CSC 545	Programming Languages Topic: Java
CSC 552	Computer Graphics
CSC 553	Digital Electronic
CSC 561	Man-Machine Studies

** In selecting concentration courses, students are advised to consult with the Chair of the IT Department.

Master of Business Administration (MBA) Specialized in Finance

Increase students' marketability by acquiring financial management and investment analysis skills with a Master of Business Administration Specialized in Finance from Reagan National University. This degree prepares students for leadership roles in financial corporations, healthcare industries and government. In the program, students learn about all aspects of corporate finances, such as conducting analyses, managing portfolios and developing business strategies. Students get real-world experience by completing a corporate residency prior to graduation, which can prepare them for careers as financial analysts or personal financial advisors.

Course Requirements: 36 credit hours

Cornerstone Courses: 15 credit hours

ACC 500   Accounting for Managers
COM 500   Managerial Communication
FIN 500   Financial Management
IFS 500   Information Technology for Managers
MGT 500   Principles of Management

Concentration (choose 7)**: 21 credit hours

FIN 506   Financial Statement Analysis
FIN 517   Financial Theory
FIN 534   Financial Institutions and Markets
FIN 551   Portfolio Management
FIN 552   Investment Analysis and Management
FIN 562   Entrepreneurial Finance
FIN 599   Finance Project
LAW 510   Law and Legal Reasoning
MKT 510   Electronic Commerce

** In selecting concentration courses, students are advised to consult with the Chair of the Finance Department.

Master of Business Administration (MBA) Specialized in Management

The ideal preparation for the dynamic business world of today and tomorrow, the Master of Business Administration program (MBA) Specialized in Management is a systems approach designed to produce effective managers who understand the linkages between their organizational domain and the larger corporate environment. In RNU's Master of Business Administration in Management program, students develop their skills in teamwork, critical thinking, problem-solving, and networking. The objective of this program is to develop students into broadly educated business managers and executives who understand the nature of business as a whole, with the tools and techniques applicable to a wide variety of business situations. Courses in the MBA in Management program integrate information and theories from various disciplines, including accounting, economics, finance, marketing, production operations, and strategic management.

Course Requirements: **36 credit hours**

Cornerstone Courses: **15 credit hours**

ACC 500   Accounting for Managers
COM 500   Managerial Communication
FIN 500   Financial Management
IFS 500   Information Technology for Managers
MGT 500   Principles of Management

Concentration (choose 7)**: 21 credit hours

ECO 533   International Economics
ECO 540   Climate Changes and Economy
FIN 562   Entrepreneurial Finance
LAW 510   Law and Legal Reasoning
MGT 520   Human Resource Management
MGT 522   Strategic Management
MGT 525   Organizational Behavior
MGT 531   Business Intelligence
MGT 544   Managerial Psychology
MKT 510   Electronic Commerce

** In selecting concentration courses, students are advised to consult with the Chair of the Management Department.

Course Descriptions

Accounting

ACC 201   Introduction to Financial Accounting (3 Cr.)

This course is an introduction to concepts on financial accounting, and principles for analyzing the three basic financial statements: the income statement, balance sheet, and statement of cash flows. It covers the preparation of timely, relevant, and reliable reports for decision makers to make important decisions. Important business operations that impact financial positions of firms will be introduced.

No prerequisite.

ACC 215   Computerized Accounting (3 Cr.)

This course introduces the computer in solving accounting problems. It focuses on operation of computers and presents the accounting cycle and financial statement preparation in a computerized system and other applications for financial and managerial accounting.

Prerequisite – ACC 201

ACC 319   Managerial Accounting (3 Cr.)

This course emphasizes advanced accounting theory, principles and practices for the corporation form of ownership. A major focus of the course is on managerial, cost, and manufacturing accounting and related issues in the corporate environment.

Prerequisite – ACC 201

ACC 500   Accounting for Managers (3 Cr.)

This course focuses on using accounting information for strategic, tactical, and operating decisions for decision makers within an organization. It is a study of financial statement analysis, accounting information systems and accounting principles as they apply to managers. It covers the accounting methods utilized by corporations and the utilization of accounting data for cost accounting, decision making, and planning and control.

No prerequisite.

Anthropology

ANT 122   Introductory Anthropology (3 Cr.)

This course focuses on the variety found in the human condition around the world and the evolutionary biological study of human social behavior. It covers all aspects of humankind and other primates in all places and times. Archaeology, cultural anthropology, linguistics and physical anthropology and their relationship to human beings will be discussed.

No prerequisite.

ANT 214   Human Evolution (3 Cr.)

This course provides an overview of the fossil and archaeological evidence for human origins, theory and method in paleoanthropology are emphasized. Furthermore, in this course we will explore the fascinating field of biological anthropology and its underlying mechanisms that allow scholars to construct our historical past (human origins) using evidence from several fields such as genetics, paleoanthropology, archaeology, geology, ecology, zoology and comparative primate morphology.

No prerequisite.

ANT 219   Environmental Anthropology (3 Cr.)

This course introduces students to the various ways in which anthropology has sought to understand human-environment relations, both from utilitarian perspectives (such as cultural ecology, ethnoecology, and political ecology) and symbolic ones (where anthropologists have focused on the meanings people give to the non-human world).

No prerequisite.

Art

ART 115   Modern Art History (3 Cr.)

This course is an introduction to the western contemporary art that comprise 19th- and 20th-century modern art. It will be a detailed survey of the beginning of art, including painting, sculpture, architecture and photography as well as recent developments in the idea of medium such as conceptual art. The focus will be heavily theoretical, but it will also require students to acquire some basic historical knowledge of contemporary events.

No prerequisite.

Communications

COM 303   Intercultural Communications (3 Cr.)

This course provides an introduction to intercultural communication theories and methods. It covers barriers to successful communication that involve cultural differences and focuses on the application of theory and research to intercultural communication. The influence of cultural elements on individuals, groups, and organizations will also be discussed.

Prerequisite – ENG 111, ENG 112

COM 305   Writing for the Internet (3 Cr.)

This course is designed for the learning of the principles, research, and practices of creating and publishing work on the cyberspace. It also will cover the principles of and research on effective Web rhetoric as well as explore Internet publications that most resemble traditional print publications.

Prerequisite – ENG 111, ENG 112

COM 500   Managerial Communication   (3 Cr.)

This course examines the roles of communication networks and strategies in managerial decision making. It studies the challenges exist for creating and implementing effective communication both inside and outside organizations. It also focuses on the role of the communication skills in managing change, organizational conflict, and corporate cultures.

Prerequisite – Permission from Instructor

Computer Science

CSC 121   Computer Science I (3 Cr.)

This first course in computer science develops foundational skills in computer programming to an audience with no prior computer experience. It introduces the process of developing algorithms to solve problems, and the corresponding process of developing computer programs to express those algorithms. Specific topics covered include the following: expression of algorithms in pseudo code and a programming language and functional and imperative programming techniques.

No prerequisite.

CSC 122   Computer Science II (3 Cr.)

This course continues introduction to basic computer science concepts begun in Computer Science 1. Essentially, this course covers the use of object-oriented programming to design and implement software solutions. Concepts taught include pointers, classes, operator overloading, inheritance, and polymorphism and a high-level language will be used as a vehicle for the further development of these concepts.

Prerequisite – CSC 121

CSC 210   Database Management (3 Cr.)

This course covers fundamentals of database architecture, database management systems, and database systems. It focuses on the development of well-formed databases for the purpose of data management from the initial design of the database to the implementation and query. Web based database applications are also introduced.

Prerequisite – CSC 122

CSC 211   Introduction to Digital Logic Design (3 Cr.)

This course introduces the basics of electronics and digital systems and is designed to expose students to engineering design and troubleshooting techniques that are used in the electronics field. It   covers   the basic methods for the design of digital circuits and provides the fundamental concepts used in the design of digital systems. Emphasis is placed on computer components such as adders, comparators, multiplexors, memory, counters, and bus-related circuits.

Prerequisite – CSC 122

CSC 224   Principles of Programming Languages (3 Cr.)

This course covers the fundamental concepts underlying design of programming languages. It focuses on the formal specification of programming languages such as: syntax, analysis, and semantics; evolution of programming languages and concepts; names and scope; data representation; evaluation sequence at expression, statement, and subprogram levels.

Prerequisite – CSC 122

CSC 261   Introduction to Algorithm (3 Cr.)

This course introduces the techniques for designing efficient computer algorithms and analyzing their running times. It focuses on the particular algorithms for sorting, searching, set manipulation, arithmetic, graph problems, pattern matching. Methods for showing lower bounds on computational complexity will be discussed.

Prerequisite – CSC 122

CSC 325   Operating Systems (3 Cr.)

This course provides the fundamental principles of operating system design and implementation. The two fundamental tasks of an operating system – to manage a computer's resources and to provide applications with an abstract interface to these resources will be discussed. This course focuses on major OS subsystems: process management, memory management, file systems, and operating system support for distributed systems.

Prerequisite – CSC 122

CSC 327   Data Structure (3 Cr.)

The course provides the concept of data abstraction and the problem of building implementations of abstract data types. It focuses on logical structures of data, their physical representation, design and analysis of algorithms operating on the structures, and techniques for program development and debugging.

Prerequisite – CSC 122

CSC 331   Computer Architecture (3 Cr.)

This course presents the structure and behavior of the various functional modules of the computer with respect to hardware design and instruction set architecture. It also explores the interface between a computer's hardware and its software as well as provides system-level context for students interested in emerging technologies and digital circuits.

Prerequisite – CSC 122

CSC 332   Data Communication (3 Cr.)

This course introduces the basic concepts, theories and components in data communications such as protocols, network equipment and the infrastructure. It covers the design and evaluation of computer networks using current trends in hardware and software. Topics include data transmission, signal encoding techniques, digital data communication techniques, optical fiber communications.

Prerequisite – CSC 122

CSC 345   Computer Graphics (3 Cr.)

This course provides students the basic concepts necessary for successful use of the computer as a graphic tool. It covers topics such as survey of the applications of computer graphics, video games, the renderers behind Hollywood's special effects, graphics art and design, 2-dimensional and 3-dimensional display techniques and an examination of computer graphics technologies.

Prerequisite – CSC 122

CSC 365   Programming Hand Held Devices (3 Cr.)

This course covers Android/IOS programming. The major topics include: GUIs, layouts, menus, resource files, events, touch/gesture processing, accelerometer and motion event handling, images, video, audio, graphics, animation, maps, geo-location, threading, web services, timers, supporting various screen sizes/resolutions, and more. We will write Apps for Android phones/watches, iPhone, and Apple Watch.

Prerequisite – CSC 122

CSC 368   Web Programming (3 Cr.)

This course presents and applies the web programming languages (HTML, DHTML, Javascript, Coldfusion), tools, and techniques used to develop professional web sites. The course moves step-by-step through the processes involved in planning, designing, launching, and maintaining successful web sites, with an emphasis on teamwork.

Prerequisite – CSC 122

CSC 417   Object-Oriented Programming (3 Cr.)

Advanced use of an object-oriented programming language in the implementation of object-oriented systems. The language is studied in depth to see how advanced concepts are realized in the language, and is used to produce example systems. Emphasis is placed on the most recent advanced features.

Prerequisite – CSC 122

CSC 420   Image Processing (3 Cr.)

This course introduces principle techniques and fundamental algorithms used to manipulate digital image imagery in the spatial and frequency domains. Topics covered in this course include: image sampling, quantization and representation, image enhancement (histogram equalization), filtering (sharping, blurring and noise), image transformation, segmentation and color. Several assignments will be given requiring students to process digital images using techniques discussed in class. Software used in this course includes the use of Python and MATLAB.

Prerequisite – CSC 122

CSC 433   Information Retrieval (3 Cr.)

Information retrieval is the identification of textual components, be them web pages, blogs, microblogs, documents, medical transcriptions, mobile data, or other big data elements, relevant to the needs of the user. Relevancy is determined either as a global absolute or within a given context or view point. Practical, but yet theoretically grounded, foundational and advanced algorithms needed to identify such relevant components are taught.

Prerequisite – CSC 122

CSC 511   Computer Architecture (3 Cr.)

This course provides an understanding of modern computing technology through an in-depth study of the interface between hardware and software. It demonstrates the computer architecture from the application programs down to the hardware levels. Topics covered are applications of digital logic circuits, register transfer logic and assembly language to the design and operation reviewed.

Prerequisite – Permission from Instructor

CSC 512   Operating Systems (3 Cr.)

This course introduces the facilities provided in modern operating systems. It examines the issues in operating system design and implementation such as inter-process communication, process scheduling, deadlock, memory management, virtual memory, file systems and distributed systems. Particular emphasis will be given to the major OS subsystems.

Prerequisite – CSC 511

CSC 513   Data Structure (3 Cr.)

This course covers data structures and associated algorithms that allow complex tasks to be solved in simple and elegant ways. It focuses on program design and organization ideas such as abstract data types, data structures and object-oriented programming. Topics include are: lists, stacks, queues, heaps, dictionaries, maps, hashing, trees and balanced trees, sets, and graphs.

Prerequisite – CSC 511

CSC 514   Database Theory (3 Cr.)

This course provides the understanding of the fundamentals of relational systems including data models, database architectures, and database manipulations. The main subjects of the course include the understanding of relational database theories, industry standard SQL, and database design. A conceptual/semantic data modeling with the entity-relationship diagramming technique is also covered.

Prerequisite – Permission from Instructor

CSC 521   Artificial Intelligence (3 Cr.)

This course is an introduction to the basic principles, techniques, and applications of Artificial Intelligence. It focuses on the materials on AI programming, logic, search, game playing, machine learning, natural language understanding, and robotics introduce the student to AI methods, tools, and techniques, their application to computational problems.

Prerequisite – CSC 511

CSC 537   Data Communications (3 Cr.)

This course provides the foundation for work in data communications and local area network management. It focuses on the primary aspects of data communications networking, including a study of the Open Systems Interconnection (OSI) and Internet models. Topics include in this course are: data transmission principles, media, major protocols, topologies, routing methods, introduction to networking principles, and Network operating system management fundamentals.

Prerequisite – CSC 511

CSC 540   Programming Languages Principles (3 Cr.)

This course presents the principles of programming language design, and programming in multiple paradigms, including functional programming, logic programming and object-oriented programming. It focuses on programming language specification and semantics such as language models, functional, object-oriented, logic, string, and concurrent programming.

Prerequisite – Permission from Instructor

CSC 543   Software Engineering (3 Cr.)

This course covers the software engineering methods and tools used for systematic development of software products. It focuses on the software development process, from requirements initiation and analysis, through specification and design, to implementation, integration, testing, and maintenance. It also provides a solid introduction to design patterns: their usage, benefits and implementations.

Prerequisite – CSC 540

CSC 545   Programming Languages Topic: Java (3 Cr.)

This course provides an overview to basic concepts and techniques of programming in Java, It focuses on the fundamental areas of software development: syntax, control-flow mechanisms, keyboard and mouse interactions, object modelling, and debugging. Topics covered include the Java language syntax, object oriented programming using Java, exception handling, file input/output, threads, collection classes, and networking.

Prerequisite – CSC 540

CSC 552   Computer Graphics (3 Cr.)

The course is an introduction to theory and praxis of computer graphics. It covers the fundamental concepts and terminology for creating and editing basic electronic paint and draw-type graphics. It introduces techniques for 2D and 3D computer graphics, including modeling and representation, illumination and shading, rendering, texturing, and advanced software tools.

Prerequisite – CSC 511

CSC 553   Digital Electronic (3 Cr.)

This course covers the principles of digital electronics and the electronic circuits that are used to process and control digital signals. It focuses on the design process of combinational and sequential logic design, engineering standards, and technical documentation. Topics include are: Boolean algebra, basic gates, logic circuits, flip-flops, registers, arithmetic circuits, counters, interfacing with analog devices, and computer memory.

Prerequisite – CSC 511

CSC 561   Man-Machine Studies (3 Cr.)

This course explores the new forms of human-computer interaction based on measurement of brain function and properties. It also introduces methods for extracting rules or learning from data and

analysis of integrated man-machine systems. Basics of both supervised and unsupervised learning paradigms will be covered in this course.

Prerequisite – Permission from Instructor

Economic

ECO 201   Principles of Microeconomics (3 Cr.)

This course provides analysis of the behavior of individual economic agents. It introduces the terminology and analytic principles used in microeconomics, which is broadly defined as the study of markets, and to the application of these conceptual tools to several policy issues. It focuses on microeconomic issues and problems, such as competition and monopoly, pricing, consumer demand, and producer supply.

No prerequisite.

ECO 202   Principles of Macroeconomics (3 Cr.)

This course introduces economics which focuses on the aggregate behavior of households, firms and the government. It focuses on supply, demand, business organization, income, social security, management-labor relations, taxation, money and banking, consumption, savings and investments. Economic development, globalization, and the role of international lending institutions will also be discussed.

No prerequisite.

ECO 307   The Global Economy

This course aims to deepen your understanding of real world economic issues, while providing you with a stronger analytical base. We will focus on international trade theory and policy, and issues in international finance.

Prerequisite – ECO 201, 202

ECO 533   International Economics (3 Cr.)

This course provides a broad overview of international trade theory, policy, and international finance. Topics covered are: global trade protectionism, gains from trade and their distribution; pre-determined trade barriers; the trade deficit; currency exchange rate war; and government intervention in foreign exchange markets.

No prerequisite.

ECO 540   Climate Changes and Economy (3 Cr.)

This course examines the science on climate change and its impacts and alarming prospects for global economics and politics. It presents the connection between human activity and the current warming trend which influence the potential social, economic and environmental consequences of climate change. Key concepts of climate-change including decision-making in the face of risk and uncertainty, and the management of global public goods will be covered.

Prerequisite – Permission from Instructor

English

ENG 111   College English I (3 Cr.)

This course incorporates reading, research and critical thinking of the college level student. It focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also includes introductory use of a variety of research skills.

No prerequisite.

ENG 112   College English II (3 Cr.)

In this continuation of College English I, it enhances students' ability to read and think critically, to research and evaluate evidence competently, and to write clearly. Students will continue practice of expository writing in three genres of literature, including drama, poetry, and short fiction, and culminating in a research paper.

Prerequisite – ENG 111

ENG 113   Introduction to Speech (3 Cr.)

This course introduces speaking skills, including the selection, preparation, and delivery of speeches for various audiences and situations. It also addresses particular issues associated with public speaking, such as listening skills, interpersonal, and public communication, audience analysis as well as self and peer evaluations.

No prerequisite.

Finance

FIN 201   Introductory Finance (3 Cr.)

This course provides an introduction to the basic concepts and principles of finance. It examines financial concepts and analytical techniques, capital structure, financial performance, short-term financial planning, time value of money, measurement of risk and return, capital budgeting. Value assets and businesses given forecasts of future cash flows will be covered.

No prerequisite.

FIN 267   Personal Finance (3 Cr.)

This course teaches students to negotiate the retail financial landscape, emphasizing issues that have a large impact on their future financial well-being. It covers topics such as understanding and appreciating the time value of money, the financial planning process, financing the purchase of a house and other consumer loans, saving for retirement and other goals, selecting a financial advisor, taxes, estate planning, behavioral finance and common investment scams.

Prerequisite – FIN 201

FIN 301   Regulation of Capital Markets and Financial Institutions (3 Cr.)

This course introduces the regulation of financial markets and the role that financial institutions. It examines important current issues in the regulation of the U.S. capital markets and potential future actions. It analyzes the financial disclosure requirements of non-financial corporations and the impact of these requirements on corporate policies.

Prerequisite – FIN 201

FIN 333   Financial Quantitative Methods (3 Cr.)

This course covers statistical methods and mathematical models for forecasting future market movements. The objective of this course is to use economic theories and quantitative methods for investments that have wide applicability in business and financial decision making. It prepares students to develop the theoretical knowledge and practical skills required for successful working with multiple types of risks in modern financial markets

Prerequisite – FIN 201

FIN 352   Security Valuation (3 Cr.)

This course is designed for students interested in investment banking, fixed-income valuation or equity analysis. Students develop tools and techniques for the valuation of different securities. Topics covered include: bond pricing, bond duration, the term-structure of interest rates, financial statement analysis, equity valuation models, and firm valuation.

Prerequisite – FIN 201

FIN 356   Financial Capital (3 Cr.)

This course discusses the available corporate securities that firms can use to finance investment. The different kind of securities covered include corporate and junk bonds, bank loans, common and preferred equity, commercial paper, securitization Topics include are the design of these

securities, the issuing process for these securities, the underwriting process, the pricing of these securities and the cost of capital.

Prerequisite – FIN 201

FIN 380   Introduction to Entrepreneurship

This course introduces the role of small business in contemporary society and how small business organization and management with an emphasis on the marketing mix. It provides exposure to the stresses of a start-up business, the uncertainties that exist, and the behavior of entrepreneurs. The route from consider legitimate ideas oriented towards the formation of an enterprise will be discussed.

Prerequisite – FIN 201

FIN 411   Investment (3 Cr.)

This course provides empirical evidence when making investment decisions. It covers portfolio theory, equilibrium models of security, market efficiency, intrinsic value and risk, the empirical behavior of security prices, venture capital, performance evaluation and behavioral finance. Domestic and international financial markets will be discussed.

Prerequisite – FIN 201

FIN 420   Real Estate Finance (3 Cr.)

This course covers investment and financing issues in real estate as well as real estate knowledge. It focuses on understanding, calculating, and analyzing potential cash flow, tax, and future benefits of real estate asset. It also emphasizes the entrepreneurial management style and risk analysis techniques used by successful investors and developers.

Prerequisite – FIN 201

FIN 422   Corporate Finance (3 Cr.)

This course provides the fundamental concepts, principles and approaches of corporate finance and practice of decision-making within the corporation. It covers the analytical skills for making corporate investment and financial decisions and risk analysis. Topics covered include the concepts of present value and the opportunity cost of capital, discounted cash flow analysis and other valuation techniques.

Prerequisite – FIN 201

FIN 423   International Trade (3 Cr.)

This course provides the characteristics of international financial markets and evaluates the risks and benefits involved in operating globally. It focuses international finance from both corporate and international banking viewpoints. It also covers pricing in the foreign currency, market efficiency in the international money markets, foreign currency options and international capital asset pricing.

Prerequisite – FIN 201

FIN 439   Behavioral Finance (3 Cr.)

In this course we will examine how individuals and firms make financial decisions, and how those decisions may deviate from those predicted by traditional financial theory. We will explore psychological biases in financial decision making, and examine the impacts these biases have on financial markets and financial decision making.

Prerequisite – FIN 201

FIN 500   Financial Management (3 Cr.)

This course examines the general nature of financial management and focuses in corporate finance. It presents the necessary tools required to objectively approach and solve financial problems as well as enhances the understanding of basic financial theory and practices. It also discusses the topics such as capital budgeting, capital structure and working capital decisions.

No prerequisite.

FIN 506   Financial Statement Analysis (3 Cr.)

This course provides students with tools to analyze and exploit information in corporate financial statements. It helps students with understanding and analysis the corporate issues on financial reporting strategies effectively. It also covered include financial distress prediction, the impact of accounting information on security returns and the evaluation of short-term and long-term loan requests.

Prerequisite – FIN 500

FIN 517   Financial Theory (3 Cr.)

The course introduces the functions of public and private financial institutions. It focuses on classical ideas in finance, such as expected utility, risk aversion, mean‐variance portfolio analysis, separation thermo, state prices and risk neutral valuation, efficient market. It also provides specific technical knowledge of financial decision-making at these institutions.

Prerequisite – FIN 500

FIN 534   Financial Institutions and Markets (3 Cr.)

This course introduces the structure and functions of financial institutions and markets in the United States. It covers topics such as the money market and short-term money management; the equity and bond markets; financial assets and the primary market; and the difference between electronic and floor-based equity markets.

Prerequisite – FIN 500

FIN 551   Portfolio Management (3 Cr.)

This course provides an introduction to the tools needed to enter the field of professional money management. It covers the theory and practice of money management and analysis of the theory and practice involved when securities are combined into portfolios. Modern portfolio theory, such as market efficiency and behavioral finance will be included.

Prerequisite – FIN 500

FIN 552   Investment Analysis and Management (3 Cr.)

This course is a survey course of investments including corporate and government securities, real property and financial intermediaries. It examines investment policies, timing purchases and sales, types of securities, factors that influence pricing changes. The study of investment pricing techniques and of the institutional background will be covered.

Prerequisite – FIN 500

FIN 562   Entrepreneurial Finance (3 Cr.)

This course is designed to help entrepreneurs and financiers make better investment and financing decisions.   It focuses on the financial aspects of the management of small business and entrepreneurial firms and analyzes principles of corporate finance, valuation, and coordination and control of firms, with an eye toward developing the tools and concepts of entrepreneurial financial management.

Prerequisite – FIN 500

FIN 599   Finance Project   (3 Cr.)

The goal of this course is to make students acquainted with current problems in finance. It is designed to give students a survey of the current literature in the field of finance. It also provides a solid grounding in the financial key issues.

Prerequisite – Permission from Instructor

History

HST 111   Early American History (3 Cr.)

This course is the foundational American story from colonization through the Civil War and Reconstruction. It covers issues as race, war, gender construction, technology, and republicanism from different social and cultural points of view in the colonial, revolutionary and early national periods. Topics covered are environmental transformation, colonialism; immigration, economic development, slavery, ethnicity, practices of freedom and equality.

No prerequisite.

HST 112   Islam and the Middle East (3 Cr.)

This is a survey course of Middle Eastern history until the end of the twentieth century and the emergence of Islam in the region in the 7th century. It presents the encounters and exchanges between the Islamic world and the West. It focuses on the transformation of state and society under the impact of a changing world economy today.

No prerequisite.

HST 213   History of Traditional East Asia (3 Cr.)

This course introduces the constituent characteristics that originally linked East Asia as a region. It focuses on the development of the region from the mid-nineteenth century until the end of the twentieth century and the impact of the West and China in this region. Nationalism and industrialization of China, Japan and Korea will be covered.

No prerequisite.

Information Systems

IFS 101   Information Systems Principles (3 Cr.)

This course emphasizes the use of information technology to develop distinct the competitive potential for strategic use of information systems with competitors, customers and suppliers with respect to products and services. It also examines strategies of actual companies and identifies other strategies that can be deployed to gain competitive advantage.

No prerequisite.

IFS 220   Information Policy (3 Cr.)

This course provides an introduction to the conceptual, institutional, historical, and legal foundations of contemporary information and communication policy. Current US Government policies in areas involved with information and information technology will be examined as well as the associated issues of ethical uses of information and of privacy considerations.

No prerequisite.

IFS 337   Principles of Decision Making (3 Cr.)

This course is designed to make student a better decision maker with better decision-making skills by providing strategies for further improvement in the future. It covers decision making and problem solving processes in organizations, utilizing logical and creative problem solving techniques. It also presents formal, optimal models and psychological, descriptive models to help student understand decision making abilities.

Prerequisite – IFS 101

IFS 377   Data Mining (3 Cr.)

This course covers data mining concepts, techniques, and software utilized in the overall process of discovering knowledge within data. It presents intelligent analysis of information stored in data sets that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques.

Prerequisite – IFS 101

IFS 381   Business Process Management (3 Cr.)

Modeling business work systems with focus on processes and the information technology (IT) to support business processes. The focus is on using IT to create, automate, and integrate business processes. Major topics covered: modeling work systems, major business processes and their relationships, modeling tools, business process/application integration approaches, creating and managing a business process using business process management software.

Prerequisite – IFS 101

IFS 411   Cyber Security (3 Cr.)

This course presents all functional levels within the enterprise to deliver information system security. It provides the technical and analytical skills to implement computer security. It covers topics such as technical, analytical, and communication skills, further engaging students in the practice of cybersecurity. It also focuses on multiple cybersecurity environments, technologies, processes, and concepts.

Prerequisite – IFS 101

IFS 427   The Laws in Cyber Space (3 Cr.)

This course covers the essentials of computer and network technologies and it explores specific problems in applying law to cyberspace. It explores the sources of Internet law from intellectual property to tort and the legal complexities. Topics such as intellectual property, privacy, content control and the bounds of jurisdiction will be covered.

Prerequisite – IFS 101

IFS 435   Cyber Intelligence (3 Cr.)

This course covers intelligence and how it relates to both the physical and cyber domains. It also presents   the techniques of computational intelligence, especially evolutionary computation and neural networks and how it enhances human decision making and learning and the automation of computing processes .It also focuses on the development of human source intelligence as a discipline.

Prerequisite – IFS 101

IFS 439   Business Intelligence (3 Cr.)

Business intelligence provides the highest level of information support to aid the manager in the decision-making process. This course provides the skills necessary to conceptualize, build, and implement systems utilizing business intelligence in organizations.

Prerequisite – IFS 101

IFS 442   Software Engineering (3 Cr.)

This course covers the nature of software and software projects, software development models, software process maturity and project planning. It presents the fundamental concepts and principles that underlie current and emerging methods, tools, and techniques for the cost-effective engineering of high-quality software systems.

Prerequisite – IFS 101

IFS 444   Systems Analysis and Design (3 Cr.)

Emphasis on development of business application systems using object-oriented and structured analysis tools and techniques for describing processes, use cases, data structures, system objects, file designs, input and output designs, and program specifications. Includes a service-learning project with requirements gathering, planning, and development of a prototype for an internal/external client.

Prerequisite – IFS 101

IFS 500   Information Technology for Managers   (3 Cr.)

This course presents an introduction to information systems and dominant supportive technologies. It explores necessary management actions to use of the best practices and methods such as: information systems architectures, software and hardware standards, database management systems, transaction processing, e-commerce, for improvement for already in place.

Prerequisite – Permission from Instructor

Legal Studies

LAW 510   Law and Legal Reasoning   (3 Cr.)

This course introduces the American legal system and the types of legal reasoning used by lawyers and judges. It covers the nature, function and application of the U.S. legal system as it applies to the modern business environment. It also examines the American legal system's role in the development and growth of business with an emphasis on ethics and business decision making.

Prerequisite – MGT 500

Mathematics

MAT 103   College Algebra (3 Cr.)

This course provides a solid foundation in algebraic operations such as linear, quadratic, polynomial, rational, inverse, exponential and logarithmic functions. It also covers topics as solve equations involving these functions, and systems of linear equations in two variables, as well as inequalities.

No prerequisite.

MAT 114   Mathematics for Computer Science (3 Cr.)

This course is an introduction to the mathematics underlying computer science. It covers fundamental concepts and tools in discreet mathematics with emphasis on their applications to computer science. It covers topics like logic and Boolean circuits; sets, functions, finite automata, randomized algorithms, and analysis techniques.

No prerequisite.

MAT 231   Calculus (3 Cr.)

This course is an introduction to calculus which examines polynomial, rational, exponential and trigonometric functions and their transformations. Those in integration include the area under a curve, definite and indefinite integrals, numerical integration, substitution and applications of integration. Topics include: limits, the rate of change of a function, derivatives of algebraic and trigonometric functions, applications of derivatives and integration.

Prerequisite – MAT 103

Management

MGT 201   Principles of Management (3 Cr.)

This course focuses on the theory and fundamental concepts of management including planning, organization, leadership, and control. It presents the management role and its practices and techniques. Various dimensions of management, organizational structure and functions of managers, growth and re-engineering of business will be covered.

No prerequisite.

MGT 300   Strategic Planning (3 Cr.)

This course introduces basic concepts of strategic planning and management. It provides an overview and applications of strategic planning theories, methods, and group processes in different organizational environments. It helps organizations formulate a strategy on how to best achieve their goals and define an operational plan.

Prerequisite – MGT 201

MGT 312   Human Resource Management (3 Cr.)

This course presents essentials of human resources management principles and practices in business and industry. It analyzes the policies and practices used by human resource management staff to build and maintain an effective work force. Topics include human resource planning, labor relations, job analysis, manpower development, recruitment, selection, performance appraisal and compensation.

Prerequisite – MGT 201

MGT 313   Teams, Groups and Leadership (3 Cr.)

The course evaluates several leadership issues including power, authority and influence, team building and coalitions and ethics and values. It examines components that comprise teams, highlights key factors that influence team effectiveness, skills in diagnosing opportunities and threats that face teams. It also focuses on identifying and developing workplace leadership skills.

Prerequisite – MGT 201

MGT 412   Managerial Psychology   (3 Cr.)

This course focuses on interpersonal effectiveness about understanding and managing behavior in the work environment. It presents the theoretical background for practical tasks solving while

working with diverse groups of people. It covers topics like ethics and confidentiality, assessment, crisis intervention, treatment planning, counseling, case management, record keeping and consultation.

Prerequisite – MGT 201

MGT 431   Project Management (3 Cr.)

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.

Prerequisite – MGT 201

MGT 445   Small Business Management (3 Cr.)

This course reviews considerations faced by an individual planning to establish and manage a small business venture in today's complex business environment. It includes a review of legal forms of ownership, financial planning and resources, considerations of management, operations and control, ethical issues, and the importance of social responsibility.

Prerequisite – MGT 201

MGT 450   International Management (3 Cr.)

This course focuses on opportunities and challenges created by globalization and the management issues related to management in an international marketplace. It explores the opportunities and problems that confront international managers through complex and ever-changing global economic, political, legal, technological and cultural environment.

Prerequisite – MGT 201

MGT 472   Operations Management   (3 Cr.)

This course introduces the concepts, principles, problems, and practices of operations management by covering both service industries and manufacturing. It focuses on the designing, planning, organizing, operating and controlling of operating systems. It also covers managerial processes for effective operations in both goods-producing and service-rendering organization.

Prerequisite – MGT 201

MGT 500   Principles of Management   (3 Cr.)

This course presents fundamentals and concepts of management, administrative policies, objectives and procedures and problem of organization and leadership. It covers various concepts of management including management controls, operations management, and human resource

management. It also provides various concepts required for an overall understanding of management's role in the contemporary organization.

Prerequisite – Permission from Instructor

MGT 520   Human Resource Management (3 Cr.)

This course presents the human resources function within today's organizations, such as an organization acquires, rewards, motivates, uses, and generally manages its people effectively. It explores the role managers play in the successful management of the organization's human resources. It emphasizes the employee-supervisor relationship and applications involved in effectively managing people in organizations.

Prerequisite – MGT 500

MGT 522   Strategic Management   (3 Cr.)

This course presents the strategic analyses, decisions and actions with the consideration of both the internal condition and the external environment. It examines management theory and practice through a framework involving strategic thinking and strategic planning. The context of strategy, leadership, managerial uses of structure and design and performance will be covered.

Prerequisite – MGT 500

MGT 525   Organizational Behavior   (3 Cr.)

This course covers the analysis and application of organizational theory, group dynamics and the integration of interdisciplinary concepts from the behavioral sciences. It focuses on individual behavior and impact of work teams in an organization. Topics include development, structure, leadership, decision making, power and conflict will be discussed.

Prerequisite – MGT 500

MGT 531   Business Intelligence (3 Cr.)

This course provides an introduction to business intelligence, including the processes, infrastructure, methodologies and current practices used to transform business data into useful information and support business decision-making. It focuses on the features, uses, and design strategies for IT-enabled managerial decision support.

Prerequisite – MGT 500

MGT 544   Managerial Psychology (3 Cr.)

This course presents the theoretical, methodological and practical areas of managerial psychology and sociology. It covers the importance issues of leadership and what makes someone a successful

leader. It addresses the behaviors and their influences on managerial thinking and business decisions. The difference between leadership and management will be discussed.

Prerequisite – MGT 500

Marketing

MKT 201   Marketing Principles (3 Cr.)

This course presents the business functions of marketing – marketing mix, segmentation, targeting, positioning, customer value, branding and services. It focuses on the principles and problems of the marketing of goods and the methods of distribution from producer or manufacturer to the consumer. Market planning, market research and competitive analysis will be covered.

No prerequisite.

MKT 307   Contemporary Globalization (3 Cr.)
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This course focuses on the ideas, theories and issues about the understanding of contemporary globalization. It analyzes economic globalization in a historical perspective and the arguments of both its critics and advocates. It also covers the nature of globalization in relation to the emergence of a global economy, global cultures, politics and environmental issues.

Prerequisite – MKT 201

MKT 377   E-Commerce (3 Cr.)

This course introduces the realities and implications of e-commerce from a marketer's perspective. It presents the ways in which an enterprise can become technically and operationally proficient in e-commerce. It also presents concepts and skills for the strategic use of e-commerce and related information system technologies.

Prerequisite – Permission from Instructor

MKT 510   Electronic Commerce Strategy (3 Cr.)

This course refers to corporations that have adopted e-commerce practices and designs. It explores of the basic notions of changes in technology and business models looking at internal as well as external factors. It also examines the digital economy and its impact on commerce by focusing on the operation within a business ecology framework.

Prerequisite – Permission from Instructor

Orientation

ORT 001   New Student Orientation (0 Cr.)

This is a college success and orientation course designed to develop confidence and improve chances of student success and retention.   This course will provide students with active participation in the assessment and development of abilities in line with college expectations including an orientation to college services and activities, learning and test taking skills, using traditional and electronic resources, problem solving, people skills, self-management skills, and career/life planning strategies.

No prerequisite.

Philosophy

PHI 201   Introduction to Western Philosophy (3 Cr.)

This course provides an overview of the history of western philosophy from its beginnings among the ancient Greeks through the 14th century. Particular emphasis is given to Plato, Aristotle, Augustine, and Thomas Aquinas. It is a survey course of several major areas of Western philosophy: metaphysics and epistemology, ethics, philosophy of mind, philosophy of language, philosophy of religion, and philosophy of science.

No prerequisite.

PHI 301   Logic (3 Cr.)

This course covers some basic rules, concepts, and skills of logic. It focuses on the symbolic logic, sentential and predicate logic. It also presents the evaluation of arguments, the basic principles of formal logic, and the evaluation of arguments. Special emphasis will be placed upon the logical appraisal of everyday arguments and the analysis of value arguments.

No prerequisite.

PHI 302   Ethics (3 Cr.)

This course introduces to philosophical ethics and ethical theory about the nature of morality. It covers the fundamental questions related to human conduct and the basis of moral rightness and moral wrongness. It presents an evaluation of classical and contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.

No prerequisite.

Political Science

POL 120   American Political Thought (3 Cr.)

This course is an introduction to American political institutions and behavior. It is a study of governmental politics, functions, and programs. It introduces the primary intellectual traditions and key political questions that have motivated and shaped American political thought. It also covers the public opinion, political culture, parties, and elections of the United States.

No prerequisite.

POL 130   Climate Changes and International Politics (3 Cr.)

This course introduces the complex political phenomenon as climate change in decision-making in international society. It explores the difficulty to build collective action at the global level. It discusses possible avenues forward and the sources and impacts of climate change at international policies. It also covers the world's effort to effectively meet the prospect of catastrophic climate change.

No prerequisite.

Natural Sciences

SCI 124   Introduction to Chemistry (3 Cr.)

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Topics includes the concept of energy and its uses, gas laws, kinetic molecular theory, laws of chemical combination, atomic and molecular structure, periodic classification of the elements, and chemical bonding.

No prerequisite.

SCI 134   Introduction to Biology (3 Cr.)

This course introduces to basic principles of biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology and evolution. Functions of cellular organelles, including protein synthesis, genetics, cellular respiration, and cell reproduction will be emphasized. Topics include chemistry of living organisms, cell structure and function, energy and its transformations, cell division process, genetics and review of current biology research will be covered.

No prerequisite.

SCI 144   Introduction to Physics (3 Cr.)

This course covers an introduction to fundamental principles of mechanics, waves, heat, electricity and magnetism, light, atomic and nuclear physics are covered. This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe.

No prerequisite.

SCI 154   Introduction to Geology (3 Cr.)

This course is a general survey of the rocks and minerals composing the earth. It focuses on the chemistry and properties of minerals, the composition of igneous, sedimentary and metamorphic rocks. It examines the common rock-forming minerals and their properties, different geologic environments, plate tectonics and other issues related to geology.

No prerequisite.

SCI 164   Introduction to Environmental Science (3 Cr.)

Introduction to the ecological foundation of environmental systems, the ecological impacts of environmental degradation by humans, and strategies for sustainable management of environment and natural resources. The course addresses problems related to human society and explores possibilities for alleviating these problems. The course will provide the student with knowledge of how the environment functions and understanding of the issues of scale, complexity and conflict resolution.

No prerequisite.

Social Sciences

SOC 300   Social Psychology (3 Cr.)

This course introduces the scientific study of how individuals think, feel and behave in social situations. It covers topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships as well as some of the most important theories and research in the field of social psychology.

No prerequisite.

SOC 313   Law and Society (3 Cr.)

This course introduces a wide variety of topics related to law's varying functions in a society. It focuses on social and legal theory and analyzes law and legal institutions especially in relation to

equality, justice, and fairness. It also examines the importance, influence and impact of law in society as well as the impact of people on the law.

No prerequisite.

Statistics

STA 201   Introduction to Statistics (3 Cr.)

This course provides the student with an understanding of using descriptive and inferential statistical techniques for solving business and technical problems. It covers sampling distribution, analyzing, presenting numerical data, frequency and sampling distributions, averages, dispersion, hypothesis testing confidence intervals, hypothesis testing, simple regression and time series.

No prerequisite.

English Proficiency Program

The purpose of Reagan National University's ESL Program is to raise the student's English proficiency quickly, so that the student can enroll in regular credit-earning university courses. The ESL program is designed to improve the full range of English language skills: reading, writing, speaking and listening.

The RNU College-level English as a Second Language (ESL) Program offers a series of courses for college-bound students whose native language is not English. These courses are designed to help students who already have a basic level of English skills gain academic English language proficiency to help them be successful in college study.

All English language learners can be assigned a level of English proficiency based on their ability to speak and understand English. These levels are determined at the time of entrance into the University. The proficiency levels reflect the abilities and skills that students are capable of demonstrating at each level. Course completion is graded "Satisfactory"/ "Unsatisfactory".

Level 1:

ESL 010 – Beginner Speaking & Listening

Prerequisite: None. This course will enable students to use linguistic forms accurately, meaningfully, and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures, learning new words and expressions, comprehending and using idiomatic expressions.

ESL 012 – Beginner Reading and Writing

Prerequisite: None. This course is designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, questions, modifiers, phrases, and verb tenses, especially simple present, simple past, and present progressive.

Level 2:

ESL 020 – High Beginner Speaking & Listening

Prerequisite: ESL 010. This course will enable students to use linguistic forms accurately, meaningfully, and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics.

ESL 022 – High Beginner Reading and Writing

Prerequisite: ESL 012. The focus of the course is on creating effective sentences and paragraphs, including a review of grammar, punctuation and usage. The grammatical emphasis of this course

will be on present, past and future continuous tenses and modal usage. The lessons taught in this course will build on the skills developed in the prior series of ESL courses. It also has some emphasis on pronunciation, listening and speaking.

Level 3:

ESL 030 – Low Intermediate Speaking and Listening

Prerequisite: ESL 020. This course is designed to give advanced ESL students more practice using oral English. The emphasis is on small group work, problem solving, role plays, and informal discussion. Intensive practice in recognizing and pronouncing the sounds of American English with emphasis on words and phrases: stress, intonation, phrasing, reduction. Attention to individual as well as group priorities.

ESL 032 – Low Intermediate Reading and Writing

Prerequisite: ESL 022. The course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks.

Level 4:

ESL 040 – High Intermediate Speaking and Listening

Prerequisite: ESL 030. This course focuses on improving student's ability to speak and to understand spoken English through a variety of listening, pronunciation, and speaking activities. Active participation in individual, pair, and group activities is required in each class session.

ESL 042 – High Intermediate Reading and Writing II

Prerequisite: ESL 032. This course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing 0

Level 5:

ESL 050 – Low Advanced Speaking and Listening

Prerequisite: ESL 040. This course provides a highly interactive class that develops low advanced speaking and listening skills such that students are able to carry out a variety of simple tasks in straightforward situations in English. Listening, critical thinking skills, and presentation skills are honed through targeted listening and speaking exercises. Students produce both oral and written work for assessment.

ESL 052 – Low Advanced Reading and Writing

Prerequisite: ESL 042. The focus of this course is on creating effective sentences and paragraphs, including a review of grammar, punctuation and usage. The lessons taught in this course will build on the skills developed in the prior series of ESL courses.

Level 6:

ESL 060 – Advanced Speaking and Listening

Prerequisite: ESL 050. This course provides a highly interactive class that develops advanced speaking and listening skills such that students are able to speak with ease and poise when in most normal situations. Listening, critical thinking skills, and presentation skills are honed through targeted listening and speaking exercises. Students produce both oral and written work for assessment.

ESL 062 – Advanced Reading and Writing

Prerequisite: ESL 052, This course focuses on compound and complex sentences and short paragraphs, overview of the verb tense system in English, verb forms with gerunds and infinitives, verb forms in modifying phrases, and modals. This course also emphasizes analyzing grammar and meaning, detecting and correcting grammatical errors, and self-editing skills.

Academic Calendar

2018 – 2019

Fall Quadmester

September 2018

27	New Student Orientation
30	Last Day to Register Without Late Fee

October 2018

1	Fall Quadmester Begins
8	Columbus Day (University Closed, No Classes)
13	Last Day for Registration

November 2018

12	Veterans Day (University Closed, No Classes)
21-26	Thanksgivings (University Closed, No Classes)

December 2018

8	Winter Registration Starts
11	Last Day to Completely Withdraw
23	Fall Quadmester Ends
24-4	Winter Break (University Closed)

Winter Quadmester

January 2019

3	New Student Orientation
5	Last Day to Register Without Late Fee
5	Winter Quadmester Begins
17	Last Day for Registration
21	Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2019

20	President's Day (University Closed, No Classes)

March 2019

9	Spring Registration Starts
19	Last Day to Completely Withdraw
30	Winter Quadmester Ends

Spring Quadmester

April 2019

3	New Student Orientation
5	Last Day to Register Without Late Fee
6	Spring Quadmester Begins
16	Last Day to Apply for Graduation
17	Last Day for Registration

May 2019

27	Memorial Day (University Closed, No Classes)

June 2019

9	Summer Registration Starts
15	Last Day to Completely Withdraw
26	Commencement
27	New Student Orientation
28	Last Day to Register Without Late Fee
28	Spring Quadmester Ends

Summer Quadmester

July 2019

4	Independence Day Holiday (University Closed, No Classes)
5	Summer Quadmester Begins
12	Last Day for Registration

September 2019

2	Labor Day (University Closed, No Classes)
7	Fall Registration Starts
13	Last Day to Completely Withdraw
27	Summer Quadmester Ends

Academic Calendar

2019 – 2020

Fall Quadmester

September 2019

29	New Student Orientation
30	Last Day to Register Without Late Fee

October 2019

1	Fall Quadmester Begins
14	Columbus Day (University Closed, No Classes)
16	Last Day for Registration

November 2019

11	Veterans Day (University Closed, No Classes)
27-30	Thanksgivings (University Closed, No Classes)

December 2019

6	Winter Registration Starts
14	Last Day to Completely Withdraw
23	Fall Quadmester Ends
23-4	Winter Break (University Closed)

Winter Quadmester

January 2020

4	New Student Orientation
4	Last Day to Register Without Late Fee
5	Winter Quadmester Begins
17	Last Day for Registration
20	Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2020

17	President's Day (University Closed, No Classes)

March 2020

9	Spring Registration Starts
19	Last Day to Completely Withdraw
30	Winter Quadmester Ends

Spring Quadmester

April 2020

3	New Student Orientation
5	Last Day to Register Without Late Fee
6	Spring Quadmester Begins
13	Last Day to Apply for Graduation
19	Last Day for Registration

May 2020

25	Memorial Day (University Closed, No Classes)

June 2020

14	Summer Registration Starts
16	Last Day to Completely Withdraw
27	Commencement
30	New Student Orientation
30	Last Day to Register Without Late Fee
30	Spring Quadmester Ends

Summer Quadmester

July 2020

4	Independence Day Holiday (University Closed, No Classes)
5	Summer Quadmester Begins
13	Last Day for Registration

September 2020

7	Labor Day (University Closed, No Classes)
11	Fall Registration Starts
17	Last Day to Completely Withdraw
30	Summer Quadmester Ends

❧❧❧The Board of Directors❧❧❧

❧❧❧University Staff❧❧❧

████████████, LCSW, DCSW – President
MSW, Tulane University

████████████ – Dean of Academic Affairs
Ph. D., Columbia University

████████████ – Chair, Department of Technology
Ph. D., Virginia Commonwealth University

████████████ -- Chair, Department of Management
Ph. D., George Washington University

████████████ – Admissions Director
M. S., University of South Alabama

████████████ – Registrar
M. S., Georgia Institute of Technology

████████████ – Director of Student Services
M. S., University of Pittsburg

████████████ – Librarian and Learning Resource Manager
MS-LIS, The Catholic University of America

████████ CPA – Business Manager
MS, Reagan National University

████████ – Compliance Officer
MS, Reagan National University

❧❧❧ **Faculty List** ❧❧❧

████████, D. S., George Washington University
Computer Science, Information Systems

██████████, M. A., Bethel University
Communication

████████, J. D., University of Oregon
Legal Studies

████████████, M. A., University of Virginia
English

██████████, M. S., Oregon State University
Chemistry, Environmental Science

██████████, Ph. D., University of Oklahoma
Finance, Management

████████, Master of Accounting, Washington State University
Accounting

██████████, Ph. D., University of Maryland
Art History, English, Management

████████, Ph. D., George Washington University
Finance, Management, Marketing

████████, Ph. D., Duke University
Economic, Management

██████, MBA, University of Pennsylvania
Management

████████, M. A., California State University – Los Angeles
Philosophy

██████████, Ph.D., University of Iowa
Computer Science, Mathematics, Statistics

██████████████, M. A., University of Oregon
Art History

████████████, M. S., College of William and Mary
Geology, Marine Science

██████████, Ph. D., Wisconsin University
Statistics

██████████████, Ph. D., Syracuse University
Finance, Management

████████████, M. S., Western Illinois University
Biology

████████████, M. A., Eastern New Mexico University
History

██████████████, M. A., Southern Connecticut State University
Psychology

████████████, Ph. D. Virginia Commonwealth University
Computer Science

██████████████, M. A., California State University – Fullerton
Anthropology

████████████, Ph.D., Columbia University
Political Science

████████████, Ph.D., University of West Virginia
Computer Science, Mathematics, Statistics

████████████, M. S., Indiana University of Pennsylvania
Physics

ACICS PROGRAM UPDATE FORM

INSERT HERE THE NAME OF THE INSTITUTION: Reagan National University | NSERT ACICS ID: 0027640

INSERT TYPE OF VISIT BEING CONDUCTED: Recertification Accre | INSERT NAME OF ONSITE ADMINISTRATOR: Harol

Type of visit being conducted | *Current Onsite Administrator*

1. What is the current number of students enrolled? | 70

2. List the enrollment in each program by full-time and part-time status and by day and evening. Use additional pages if necessary.

Name of Program	Total Enrollment	Full-time	Part-time	Day	Evening
Bachelor of Business Administration-Finance	11	11	0	11	0
Bachelor of Business Administration-Management	6	6	0	6	0
Bachelor of Science in Information Technology-Computer Science	9	9	0	9	0
Bachelor of Science in Information Technology-Management Information Systems	8	8	0	8	0
Master of Business Administration-Finance	12	12	0	12	0
Master of Business Administration-Management	10	10	0	10	0
Master of Science in Computer Science	14	14	0	14	0

Reagan National University
Fall 2019 Class Schedule (September 29 to December 23)

Course	Code	Course Name	Day	Time	Instructor	Room
CSC	210	Database Management	W	2:00 -- 5:45	█████████████	1
CSC	511	Computer Architecture	F	9:00 -- 12:45	█████████████	2
CSC	514	Database Theory	TH	9:00 -- 12:45	█████████████	1
CSC	561	Man-Machine Studies	SA	9:00 -- 12:45	█████████	2
ECO	307	The Global Economy	M	2:00 -- 5:45	███████	1
ENG	111	College English I	TU	9:00 -- 12:45	████████████████	1
FIN	333	Financial Quantitative Methods	TU	2:00 -- 5:45	███████████████	1
FIN	517	Financial Theory	SU	2:00 -- 5:45	███████	4
IFS	427	The Laws in Cyber Space	SA	9:00 -- 12:45	████████	3
IFS	500	Information Technology for Managers	SU	9:00 -- 12:45	█████████	1
MGT	312	Human Resource Management	SA	2:00 -- 5:45	█████████████	1
MGT	500	Principles of Management	SA	2:00 -- 5:45	█████████	2
MGT	525	Organizational Behavior	SU	2:00 -- 5:45	██████████	1
POL	120	American Political Thought	W	9:00 -- 12:45	█████████	1
STA	201	Introduction to Statistics	SA	2:00 -- 5:45	████████	4

October 25, 2019

Evaluation Team Report – RENEWAL OF ACCREDITATION VISIT
ID for Campus Visited: ███████
Main Campus ID: ███████

███████████████████████████

Application ID: 76187
VISIT RESPONSE DUE DATE: November 8, 2019

Mr. ███████████
President
Reagan National University
114 South Main Avenue
Sioux Falls, SD 57104

███████████████

Dear Mr. ██████:

Attached is a copy of the report prepared by the Council's evaluation team that recently visited your institution. The Council invites you to respond to this report before it takes formal action on your institution's application for accreditation. Please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten business days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

Visit Response
Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

Web-Based Submission of Campus Response
ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Mr. David Moser at dmoser@acics.org.

Process

Once you log on to the ACICS Member Center, go to the "In Process Applications" heading, and select the application name and ID. Click "Citation Documents," and upload each response document as described below. (Please see the attached "Preparing the Institutional Response" for step-by-step visual instructions on how to upload your response into your institution's Member Center Account.)

IMPORTANT: Document Labels

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding "Document Type."

> Example: The document uploaded to satisfy the:
> **Finding 1 Narrative** task must be labeled **1st Cite - *Narrative***.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced-size PDF documents.

Response Tasks

Below is the format for how the listing of "Document Type" will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

> 1st Cite - Narrative
> 1st Cite - Supporting Document
> 2nd Cite - Narrative
> 2nd Cite - Supporting Document
> 3rd Cite - Narrative
> 3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

████████

Accreditation Content Editor
Accreditation and Institutional Development

Attachments

ACCREDITING COUNCIL FOR
Independent Colleges & Schools

RENEWAL OF ACCREDITATION VISIT REPORT

CAMPUS
Reagan National University
114 South Main Avenue
Sioux Falls, SD 57104
ACICS ID Code: ███████

███████████████████████████████████████

███████████████

www.rnu.edu

October 16–17, 2019

████████████	Chair	Director of Compliance and Library Services (Retired), Dallas Nursing Institute	Dallas, TX
█████████	Student Relations Specialist	Sr. Director, Accreditation and Licensing (Retired), Zenith Education Group	Los Angeles, CA
██████████	Educational Activities Specialist	Adjunct Professor, St. Petersburg College	Largo, FL
███████████	Business Programs' Specialist	Senior Professor, American National University	Salem, VA
████████████ ██████	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY
Reagan National University
Sioux Falls, SD

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Contact Hrs.	Sem./ Hrs.	Enroll: Full-time	CAR Retention & Placement (%)			
						2018		2017*	
						Ret.	Pla.	Ret.	Pla.
Bachelor of Business Administration	Bachelor's Degree	Business Administration ^	1800	120	6	100	**00**	NA	NA
Bachelor of Information Technology	Bachelor's Degree	Computer Science	1800	120	9	100	**50**	NA	NA
Bachelor of Business Administration	Bachelor's Degree	Finance^	1800	120	11	100	100	NA	NA
Bachelor of Information Technology	Bachelor's Degree	Management Information Systems^	1800	120	8	100	**50**	NA	NA
Master of Science	Master's Degree	Computer Science	540	36	14	100	**67**	NA	NA
Master of Business Administration	Master's Degree	Finance^	540	36	12	100	100	NA	NA
Master of Business Administration	Master's Degree	Management^	540	36	10	100	80	NA	NA
		TOTAL ENROLLMENT			70				
2018 CAMPUS RETENTION		100%	**2018 CAMPUS PLACEMENT**					65%	

Notes: Typed in bold are any placement rates below 70 percent.

*   The institution was awarded an initial grant by ACICS in December 2017, six months into the 2017–2018 reporting period. As a result, the institution did not submit a 2018 CAR.

^   **(Section 3-1-701 and Appendix C):** The programs' names, as approved by ACICS, do not match what is published in the institution's catalog.

ACICS Record	Catalog
Bachelor's degree in Finance	Bachelor of Business Administration Specialized in Finance
Bachelor's degree in Business Administration	Bachelor of Business Administration Specialized in Management

Bachelor's degree in Computer Science	Bachelor of Science in Information Technology Specialized in Computer Science
Bachelor's degree in Management Information Systems (MIS)	Bachelor of Science in Information Technology Specialized in MIS
Master's degree in Management	MBA Specialized in Management
Master's degree in Finance	MBA Specialized in Finance

The institution's advertising also references Business Administration programs with Finance and Management specializations. Because there is a difference between a Bachelor of Business Administration degree with a specialization in finance and a bachelor's degree in finance, for example, the institution needs to determine what the programs' objectives are and make the appropriate revisions to its academic credit analyses, catalog, web site, transcript, etc. This should involve all stakeholders, a resolution of which must be submitted in its response.

The institution is further advised that if it chooses to use specializations for its undergraduate and graduate programs, the Council has provided up to June 30, 2020 for institutions to meet its recently finalized standards in those areas (Sections 3-5-202 and 3-6-403).

** The institution uses a "quadmester" system but uses the semester as its unit of credit. That is, there are four semesters, with courses being 12 weeks long.

\# The institution is not approved for distance education.

INTRODUCTION

Reagan National University (RNU) was previously known as Si Tanka University with the name change being effective January 29, 2018. The university relocated to its current, smaller space in an office building in Sioux Falls, SD on September 26, 2018. The campus includes classrooms, a computer lab, a small library space, and administrative offices. Mr. ██████████, president, reported to the team that the information technology and banking industries are growing rapidly in Sioux Falls, which suggests additional future employment opportunities for graduates. On the day of the visit, there were 70 full-time students enrolled in bachelor's and master's degree programs, with the enrollments almost evenly split among the offerings in business administration and finance and management, and information technology, management information systems, and computer science. Students come to the university from the local area, and there is a bus terminal close by with some additional street parking. The 2018–2019 Campus Effectiveness Plan (CEP) reports that the student population is 59 percent male, and most students are between the ages of 22 and 29. Asian or Pacific Islander students make up 59 percent of the student body; Caucasian or White students, 28 percent; African American or Black students, 5 percent; Hispanic and American Indian students 2.5 percent each; and the remaining 3 percent are undisclosed.

The campus presented the following documents to confirm compliance with local, state, and federal regulations: (1) classification as a domestic business corporation from the South Dakota Secretary of State, dated January 18, 2018, Business ID #DB055240; (2) a certificate of authorization from the State of Dakota, Office of the Secretary of State, to operate as a postsecondary education institution, valid August 5, 2019–June 30, 2020; (3) elevator maintenance from Schumacher Elevator Company, dated November 1, 2018; (4) alarm monitoring by Midwest Alarm Fire and Security Systems, dated November 4, 2018; a fire alarm test and inspection by Automatic Security Company, Inc., dated February 1, 2019, with no exceptions noted; (5) an invoice from Novak Sanitary Service for trash and recycle service, dated May 1, 2019; and (6) a certificate of liability insurance from Acord for commercial general liability, dated January 25, 2019. RNU's grant of accreditation from ACICS expires December 31, 2019.

The institution is not approved to participate in Title IV student aid programs or the Student Exchange and Visa Program (SEVP).

There was no information collected or investigated concerning complaints or adverse, and no issues resulted as a result of the data integrity review. The on-site student survey, completed by only three students, and in-person interviews revealed a mostly satisfied student body and highly credentialed faculty. Throughout the visit, the team found everyone to be welcoming and helpful; however, the team was concerned with the administrative oversight and capability of the institution due to the many findings listed throughout this report. Some examples include the following: (1) the CEP not meeting Council standards; (2) the grievance policy not appropriately published to faculty; (3) the grading system not being consistent with what appears in the school catalog; (4) no faculty governance policy; (5) faculty development plans that are not appropriate with no evidence of implementation; (6) insufficient documentation to confirm the use of community resources; (7) the undergraduate computer science program not being appropriately sequenced, not approximating similar programs, and lacking instructional equipment; (8) syllabi contain incorrect information regarding textbooks, and some learning objectives are not measurable; (9) no oversight committee for the computer science graduate program; (10) the catalog and advertising materials do not meet Council standards; and (11) library resources are not an integral part of the curriculum.

The campus has no learning sites.

Summary of Data Integrity Review

Retention Verification

1. Was the team able to verify the retention waivers and retention rate for the campus and for each program, as reported on the Campus Accountability Report (CAR) last submitted to the Council?

   ☐ Yes ☐ No ☒ Not Applicable

   There were no retention waivers.

Placement Waivers

2. Was the team able to verify the graduates reported as unavailable for placement on the campus's most recent CAR?

   ☐ Yes ☐ No ☒ Not Applicable

   There were no graduates reported as not available for placement.

On-Time Graduation by Cohort

1. Describe the tracking system utilized by the campus for students' scheduled graduation dates.
   The institution utilizes the Global Academic Management & Evaluation System (GAMES) as its student management system. At the time of admissions, the registrar manually inputs the students' expected graduation dates and modifies as needed following course completion and progression to graduation.

2. How does the campus document leaves of absence and cohort transfers?
   The institution does not allow for leaves of absence. To document cohort transfers, the registrar also has to manually update GAMES to reflect any change. While graduation audits can be run as needed, there was no indication of a review process to ensure that the information inputted manually was accurate.

REPORT QUESTIONS

1. MISSION

1.01   What is the mission statement of the institution?
RNU prepares committed students for successful employment in a rewarding profession through high-level training, real-world experience, and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.

1.02   Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?
☒ Yes   ☐ No

1.03   Are the objectives reasonable for the following:
(a) The programs of instruction?
☒ Yes   ☐ No
(b) The modes of delivery?
☒ Yes   ☐ No
(c) The facilities of the campus?
☒ Yes   ☐ No

1.04   Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?
☒ Yes   ☐ No

1.05   Describe how the campus demonstrates its commitment to successful implementation of its mission.
Mr. ███████, president, and Dr. ███████, academic dean, reported to the team that all employees are committed to supporting the mission of the school by providing a quality education to students, which ensures that they obtain employment upon graduation. The unemployment rate in Sioux Falls is below 3 percent, so once students graduate, they can easily obtain employment.

1.06   Does the campus have a current Campus Effectiveness Plan (CEP) that identifies how the campus measures and evaluates key elements of its operations in order to improve its educational operations and meet its mission and objectives?
☐ Yes   ☒ No

If *No,* insert Section 3-1-111 and Appendix K, and explain:
(Section 3-1-111 and Appendix K): There is no evidence that the campus measures and evaluates key elements of its operations in order to improve its educational operations, including but not limited to, admissions, recruitment, and student services.

1.07   Does the CEP describe the following:
(a) The characteristics of the current student population?
☒ Yes   ☐ No
(b) The types of data that will be used for assessment?
☒ Yes   ☐ No
(c) Specific goals to improve the educational processes?
☒ Yes   ☐ No

1.08   Are the following seven required elements evaluated in the CEP at both the campus and program levels:
       (a) Student retention rates?
            ☒ Yes   ☐ No
       (b) Placement rates?
            ☒ Yes   ☐ No
       (c) Graduation rates?
            ☒ Yes   ☐ No
       (d) Level of student satisfaction?
            ☒ Yes   ☐ No
       (e) Level of graduate satisfaction?
            ☐ Yes   ☒ No
       (f) Level of employer satisfaction?
            ☐ Yes   ☒ No
       (g) Student learning outcomes?
            ☒ Yes   ☐ No

       If *No* for any item, insert the section number in parentheses and explain:
       (Section 3-1-111 and Appendix K): Satisfaction of graduates and employers is not measured or evaluated at the program levels.

1.09   Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.
       As identified in its CEP, the institution uses the following SLOs: (1) assessment of learning in the general education courses, including the use of student scores on the ACT College Assessment of Academic Proficience (CAAP) tool, which measures foundational skills attained in the first two years of college; (2) the GPA attained by students, comparing each year's metrics to those of the previous year; (3) final grades from the capstone courses in the business programs, comparing the average grade for the students to that of the previous year; and (4) portfolio course grades from the finance courses in the bachelor's and master's degree programs, comparing the average grade for the students to that of the previous year.

       Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?
       ☐ Yes   ☐ No   ☒ Not Applicable (No programs require licensure or certification.)

1.10   Are the following identified and described in the CEP at both the campus and program levels:
       (a) Appropriate baseline data and goals with rationale for each outcome?
            ☐ Yes   ☒ No
       (b) The data used by the campus to assess each outcome?
            ☒ Yes   ☐ No
       (c) How the data was collected?
            ☒ Yes   ☐ No
       (d) A summary and analysis of previous performance?
            ☒ Yes   ☐ No
       (e) A listing of activities to be undertaken to achieve the goals?

☐ Yes   ☒ No

If *Yes* for (e), describe the specific activities the campus will be or is using to improve the educational processes.

The institution did provide a listing of activities to be undertaken to achieve some goals at the campus and program levels. The institution will begin a degree mapping process for all academic programs; will implement a new more robust general education program culminating in an e-portfolio for all undergraduates; will provide financial planning workshops for students; will better engage students through email communications, activities, and advisement; will begin using GAMES for managing inquiries and communication activities; will expand academic advising services; and will develop an action plan to improve placement.

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-111 and Appendix K): The CEP does not contain baseline data on retention, and there are no planned activities for the improvement of student or graduate satisfaction. In addition, student satisfaction is surveyed only once per year rather than twice per year as required.

1.11   What documentation does the campus maintain, and that the team reviewed, to evidence the following:
(a) That the CEP has been implemented through the specific activities listed in the plan?

The current CEP contained data comparisons from 2016, 2017, and 2018 with differences noted. The 2018 CEP discussed the planned activities from the 2017 CEP, updating the activities to include which activities were successful; if not a successful endeavor, the activity was revised in the 2018 edition.

(b) That periodic progress reports have been completed at least biannually, related to completion of the activities and changes in the data/information?

The institution presented minutes from board of director meetings where the effectiveness plan was reported as distributed to all members. These meetings occurred on August 3, 2019, May 1, 2019, and February 3, 2019. The team also reviewed minutes from administrative meetings that were held in March, June, and September of 2019, where the effectiveness plan was also mentioned. However, the meeting minutes from the CEP committee were not provided to the team to evidence the completion of the required progress reports.

If there was no documentation, or if insufficient documentation was available, for any item, insert the section number in parentheses and explain:

(Section 3-1-112 and Appendix K): There was insufficient evidence that periodic progress reports have been completed at least biannually related to the completion of the activities and changes in the data/information. Although the 2018 CEP was distributed to the board of directors and discussed briefly at administrative meetings, the team could not confirm if progress reports were made available to all stakeholders. The team requested the minutes from the CEP committee meetings, but they were not provided.

1.12   Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

The Campus Effectiveness Committee (CECom) is responsible for implementing and monitoring the CEP and is composed of the president, dean of academic affairs, the department chair, the business manager, the admissions director, the registrar, and a faculty representative.

1.13   Describe the documentation that evidences that the CEP is evaluated at least annually.
The team reviewed the current 2018–2019 CEP and also the 2016–2017 CEP. These documents include data and planned activities for 2012–2018. However, there was no documentation that outlines the institution's annual comparison of outcomes with baseline rates and goals for each of the elements measured after completion of planned activities.

If there was no documentation, or if insufficient documentation was available, for any item, insert the section number in parentheses and explain:
(Section 3-1-113 and Appendix K): There was insufficient documentation outlining the institution's annual comparison of outcomes with baseline rates and goals for each of the elements measured after completion of planned activities.

2.   ORGANIZATION

2.01   Who is the on-site administrator, and what are this person's qualifications?
Mr. ▉ and Dr. ▉ share the on-site administration role. However, Mr. ▉, as president, has overall administrative responsibility, while Dr. ▉, as dean, has academic administrative responsibility.

Mr. ▉ has been in his current role with the institution since its inception in August 2012. He holds a bachelor's degree from the University of Wisconsin, and an MSW from Tulane University. He is a licensed clinical social worker through the Texas State Board of Social Work and was in private practice for four years. Prior to that, Mr. ▉ was the president of the Intensive English Institute for almost 20 years, a case manager for the National Multiple Sclerosis Society for two years, and the director of a Kaplan Education Center for almost 20 years. He was also a captain in the U.S. Army.

Dr. ▉ was hired by the institution on September 19, 2015 as the academic dean. Dr. ▉ holds both a master's degree and a doctorate in political science from Columbia University. Dr. ▉ previous experience includes executive director of the Institute of Cross-Strait Relations for 10 years; research associate at the Brookings Institution, Center for Northeast Asian Policy Studies for a year, and additional experience as an office manager and research assistant. Dr. ▉ also served as a military officer for the Ministry of Defense in Taipei, Taiwan.

2.02   Describe the leadership team and how it effectively and efficiently trains its employees and provides them with constant and proper supervision.
The leadership team is composed of the president, the academic dean, the admissions director, the business manager, the registrar, the compliance director, and the program chair. Mr. ▉ reported to the team that upon hire, employees participate in an orientation session and receive either the faculty or employee handbook along with a detailed job description. Training is provided by the new employee's immediate supervisor. Since the school and leadership team are small, communication and oversight occur on an informal basis daily, with annual evaluations being conducted for both faculty and staff during the term in which the anniversary of their employment start date occurs.

(Section 3-1-202(a)): The overall administration of the institution is not efficient and effective. Given the extensive nature of the findings identified throughout this report, the team is concerned with the administration's ability to provide the necessary oversight, especially given the nature of the findings, which include the perceived misrepresentation of text versions on syllabi; the misuse of the signature of former US President Ronald Reagan, which the institution indicated had been revised; the lack of leadership in the business programs with conflicting information provided by the institution and its

faculty members; the lack of rigor in the use and incorporation of library resources, especially in the graduate programs; and the conflicting and inaccurate statements in publications, to name a few.

2.03   Describe how the campus documents that faculty and staff members:
(a) Clearly understand their duties and responsibilities.
Signed job descriptions and/or contracts include the faculty or staff members' duties and responsibilities.
(b) Know the persons to whom they report.
Supervisors are indicated in the signed job description or contract.
(c) Understand the standards by which the success of their work is measured.
Signed job descriptions or contracts include details on work expectations.

2.04   Describe the process utilized and documentation the administration maintains to evidence evaluation of the faculty and staff.
The team found signed annual evaluations in the personnel files.

2.05   Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes   ☐ No

2.06   How is the employee grievance policy communicated to faculty and staff, and where is it documented?
The employees receive either a faculty or employee handbook upon employment. Information regarding the institution's grievance policy is found on page 44 of the current employee handbook, revised June 3, 2019. Personnel files contain signed acknowledgements that staff and faculty receive either the employee or faculty handbook as warranted by the employee's position at the institution.

If the grievance policy is not communicated to faculty and staff, insert the section number in parentheses and explain:
(Section 3-1-202(d)): The grievance policy is not communicated to faculty. On the first day of the visit, the faculty handbook did not contain evidence of the grievance policy. However, on the second day, the team was presented with an addendum to the faculty handbook where the grievance policy is discussed. However, the institution did not evidence that the new addendum had been distributed to faculty.

2.07   What evidence does the campus maintain to demonstrate the implementation of its published grievance policies and procedures for students and employees?
Mr. ▮▮▮ and Dr. ▮▮▮ informed the team that there have been no complaints or grievances filed by students or employees. If a complaint or grievance were filed, written documentation of the problem along with its resolution would be maintained by the institution.

2.08   Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
Mr. ▮▮▮ is responsible for the financial oversight of the institution. As previously detailed, Mr. ▮▮▮ began with the institution at the time of its inception in 2012 and holds degrees in social work. He is a licensed clinical social worker through the Texas State Board of Social Work and was in private practice for four years. His management experience includes serving as the president of the Intensive English Institute for almost 20 years and as director of a Kaplan Education Center for another 20 years.

3.   ADMINISTRATION
3.01   Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?

☐ Yes   ☐ No   ☒ Not Applicable (The campus does not participate in financial aid.)

(b) Admissions?

☒ Yes   ☐ No

(c) Curriculum?

☒ Yes   ☐ No

(d) Accreditation and licensure?

☒ Yes   ☐ No

(e) Guidance?

☒ Yes   ☐ No

(f) Instructional resources?

☒ Yes   ☐ No

(g) Supplies and equipment?

☒ Yes   ☐ No

(h) The school plant?

☒ Yes   ☐ No

(i) Faculty and staff?

☒ Yes   ☐ No

(j) Student activities?

☒ Yes   ☐ No

(k) Student personnel?

☒ Yes   ☐ No

3.02   Does the campus admit ability-to-benefit students?

☐ Yes   ☒ No *(Skip to 3.07.)*

3.07   Do student files contain evidence of graduation from high school or the equivalent?

☒ Yes   ☐ No

3.08   Are appropriate transcripts maintained for all students?

☒ Yes   ☐ No

3.09   Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

☐ Yes   ☒ No

If *No,* insert the section number in parentheses and explain:
(Section 3-1-303(e)): The grading system explained on the transcript is not consistent with the grading system that appears in the campus catalog. On the second day of the visit, the institution provided an updated transcript grading system, but it still did not match the catalog.

3.10   Are student records protected from theft, fire, water damage, or other possible loss?

☒ Yes   ☐ No

3.11   Does the campus maintain transcripts for all students indefinitely?

☒ Yes   ☐ No

3.12   Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

☒ Yes   ☐ No

3.13   Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

☒ Yes   ☐ No

4.   STUDENT RELATIONS
FOR ALL PROGRAMS

4.01   How many student files were reviewed during the evaluation?

The team reviewed 14 active and 6 graduate files from students listed on the 2017–2018 CAR, as well as 5 files of active students who started subsequent to the CAR reporting period, for a combined total of 25 files reviewed. There were no withdrawn students reported in any of the programs, nor have there been any recent withdrawn students to review. Additionally, there were no students reported as being on negative SAP for review.

4.02   Describe the admissions criteria.

The admissions requirements to enroll in the bachelor's programs are as follows:

- Completed/signed application form
- Non-refundable $75 application fee
- Secondary or high school transcript or diploma
- Test results of the Scholastic Aptitude Test (SAT) or American College Testing (ACT) program (optional, used for reference and guidance)
- College transcripts, if applicable
- Two letters of recommendation from the applicant's principal, teachers, employers, or guidance counselor

The requirements to enroll in a master's program include the following:

- Completed/signed application form
- Non-refundable $75 application fee
- College transcripts
- A bachelor's degree or higher from an accredited institution or the equivalent from a foreign college or university
- A minimum 2.5 GPA in the undergraduate degree. If an applicant's undergraduate GPA is less than 2.5, extensive review and approval from the admissions committee is required.
- Two letters of recommendation from the applicant's principal, teachers, employers, or guidance counselor

The inclusion of "…or higher" as part of the graduate degree admissions requirement was added while the team was on site, as the institution was accepting students with previously earned master's degrees.

Is the admissions process appropriate?

☒ Yes   ☐ No

4.03   What evidence is there to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
All required application paperwork was consistently included in each of the student files reviewed.

4.04   Does the campus contract with third parties for admissions and recruiting purposes?
☐ Yes   ☒ No

4.05   Does the admissions policy conform to the campus's mission?
☒ Yes   ☐ No

4.06   Is the admissions policy publicly stated?
☒ Yes   ☐ No

4.07   Is the admissions policy administered as written?
☒ Yes   ☐ No

4.08   Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes   ☐ No
(b) Outlines all program-related tuition and fees?
☒ Yes   ☐ No
(c) Includes the scheduled month and year of expected graduation?
☒ Yes   ☐ No
(d) Has a signature of the student and the appropriate school representative?
☒ Yes   ☐ No

How does the campus evidence that a copy of the agreement has been provided to the student?
On the enrollment agreement is a student-initialed statement that indicates that the enrollee has received a copy of the enrollment agreement.

4.09   Describe the recruiting process for new students.
The current recruitment method is predominently by word-of-mouth from friends, faculty, and staff. Each year, RNU has an information booth at the National College Fair at the South Dakota Convention Center, and some prospective enrollees learn about RNU through its web site. Applicants call or email the institution for information about enrolling and are directed to complete the application paperwork that they can download from the RNU web site or by visiting the institution. Once all of the application paperwork has been received and the application fee paid, the enrollment agreement is completed and the enrollee can meet with or email the business manager to work out a payment plan. An online orientation must be completed prior to starting class, and a second orientation is held with the instructors on the first day of class.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?
☒ Yes   ☐ No

4.10   Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:

(a) Courses and programs?

☒ Yes   ☐ No

(b) Student achievement disclosures?

☒ Yes   ☐ No

(c) Services?

☒ Yes   ☐ No

(d) Tuition?

☒ Yes   ☐ No

(e) Terms?

☒ Yes   ☐ No

(f) Operating policies?

☒ Yes   ☐ No

If *Yes*, describe how communication to students of the above items is documented:

All of the required information is included on the RNU web site, in the catalog, or in the student handbook.

4.11   Who is responsible for oversight of recruitment activities at the campus?

Mr. ███████ is the admissions director. Mr. ███ has a master's degree in computer science from the University of South Alabama. He was hired by RNU in July 2015 to work in admissions and was promoted to his current position in 2018. He had previously worked in admissions at another institution for seven years and in customer service for a bank. His direct responsibilities are to gather the admissions documentation and answer any questions prospective enrollees might have. He is not directly responsible for any recruitment activities. Mr. ███ reports to Mr. Harris.

4.12   Describe the documentation that the campus maintains to demonstrate that it systematically monitors its recruitment activities for compliance with all applicable standards (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

Since the staff and physical space at RNU are so small and communication and oversight is essentially one-on-one on a daily basis, the institution contracted with Ideal Education, Inc., to survey the 61 people who made admissions inquiries during the period from May 15, 2019 to June 15, 2019. Of that group, 51 people responded to a variety of questions to indicate that they had been informed, not informed, or did not remember information, as follows:

- Program information
- Student disclosures
- Policies and procedures
- Student services
- Transferability of credits
- Tuition and fees
- Graduation requirements
- Job placement

All were asked who had provided this information, and the response was Mr. ███████, admissions director. The results reflected an 88 percent average positive response to the variety of questions asked.

4.13   Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes   ☒ No

4.14   Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes   ☒ No

4.15   Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes   ☐ No

4.16   Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:
A student requesting transfer credit must request an official transcript from a prior institution to be submitted directly to RNU. Minimal acceptable course grades are a "C" for undergraduate and a "B" for graduate programs, and credits should have been completed within the most recent seven years. A maximum of 75 percent of credits may be transferred to a bachelor's program and a maximum of 50 percent of credits to a master's program. Credits for potential transfer are evaluated in the academic dean's office. Evidence of awarding transfer credit was included in one of the student files reviewed.

4.17   Does the campus disclose in its catalog its transfer of credit policies, including policies related to accepting transfer credit from another campus?
☐ Yes   ☒ No

If *No*, insert the section number in parentheses and explain:
(Section 3-1-413): The transfer-of-credit policy in the 2018–2020 catalog does not meet Council standards. The policy includes the following statement: "Reagan National University does not discriminate credit transfer on the source of accreditation of the sending institution." This statement is missing the qualification that credits considered for transfer must be from institutions accredited by agencies recognized by the U.S. Department of Education.

4.18   Has the campus established articulation agreements with other institutions?
☐ Yes   ☒ No (If *No, skip to 4.19 for Master's Degree Programs or 4.20 for all programs.*)

FOR MASTER'S DEGREE PROGRAMS ONLY

4.19   What is the maximum permissible number of transfer credits into the program?
As stated on page 13 of the 2018–2020 catalog, a maximum of one half of the credits required for the master's degree programs may be transferred in to the institution.

FOR ALL PROGRAMS

4.20   Is the standards of satisfactory academic progress (SAP) policy, as one comprehensive policy, published in the catalog?
☒ Yes   ☐ No

If *Yes*, state the page number(s) where the standards of SAP policy is published.
The standards of SAP are published on pages 23–28 of the 2018–2020 catalog.

4.21   Does the standards of SAP policy published in the catalog contain the following:

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?
☒ Yes   ☐ No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?
☒ Yes   ☐ No

(c) Minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
☒ Yes   ☐ No

(d) Procedures for re-establishing satisfactory academic progress?
☒ Yes   ☐ No

(e) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals?
☒ Yes   ☐ No
Incomplete grades?
☒ Yes   ☐ No
Repeated courses?
☒ Yes   ☐ No
Non-punitive grades?
☒ Yes   ☐ No   ☐ Not Applicable (not offered)
Non-credit or remedial courses?
☒ Yes   ☐ No   ☐ Not Applicable (not offered)
A warning status?
☒ Yes   ☐ No   ☐ Not Applicable (not used)
A probationary period?
☒ Yes   ☐ No
An appeal process?
☒ Yes   ☐ No
An extended-enrollment status?
☒ Yes   ☐ No   ☐ Not Applicable (not offered)
The effect when a student changes programs?
☒ Yes   ☐ No   ☐ Not Applicable (The campus offers only one program of study.)
The effect when a student seeks to earn an additional credential?
☒ Yes   ☐ No   ☐ Not Applicable (The campus offers only one program.)
The implications of transfer credit?
☒ Yes   ☐ No

4.22   Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.
In the review of student transcripts and in the list of current active students, there were no students in a negative SAP status.

4.23   Are students who are not making satisfactory academic progress properly notified?

☐ Yes   ☐ No   ☒ Not Applicable (No students are in violation of SAP)

4.24   Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☒ Yes   ☐ No

4.25   Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?
☒ Yes   ☐ No   ☐ Not Applicable (All programs are less than two years.)

4.26   Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?
☒ Yes   ☐ No   ☐ Not Applicable (All programs are less than two years.)

4.27   Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes   ☐ No

4.28   Are students allowed to remain on financial aid while under warning or probation status?
☐ Yes   ☐ No   ☒ Not Applicable (The campus does not participate in financial aid.)

4.29   Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
☐ Yes   ☐ No   ☒ Not Applicable (There are no such students.)

4.30   Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
☐ Yes   ☐ No   ☒ Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.33.*)

4.33   Are students required to have a minimum CGPA of 2.0 (3.0 for graduate programs) or its equivalent upon graduation from all programs?
☒ Yes   ☐ No

4.34   Who is responsible for the administration of satisfactory academic progress?
SAP is tracked by the registrar, Mr. ███████████. Mr. ████ runs a SAP status report at the end of each term, and if any students were to fall below the SAP benchmark, they would be notified and appropriate follow up would be provided as outlined in the 2018–2020 catalog. No students have entered into a negative SAP status. While Mr. ███t is on a leave, his duties are assigned to Mr. ████████, the compliance officer.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?
☒ Yes   ☐ No

4.35   How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
Students are monitored by their instructors regarding their progress in each course and are encouraged to complete additional assignments or attend a one-on-one tutoring session if needed for assistance. Since there were no students on a negative SAP status, and there were only a small number of new students on campus during the visit, the institution provided this information to the team.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?
☒ Yes   ☐ No

4.36   Does the campus finance any of the following: (Mark all that apply.)
(a) ☐ Scholarships?
(b) ☐ Grants?
(c) ☐ Loans?
(d) ☒ The campus does not offer scholarships, grants, and/or loans. *(Skip to 4.38.)*

4.38   Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes   ☐ No

4.39   Are tuition and fees clearly stated in the catalog?
☒ Yes   ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes   ☐ No   ☐ Not Applicable

4.40   Do the financial records of students clearly show the following:
(a) Tuition charges?
☒ Yes   ☐ No
(b) Dates for the posting of tuition?
☒ Yes   ☐ No
(c) Fees?
☒ Yes   ☐ No
(d) Other charges?
☒ Yes   ☐ No
(e) Payments?
☒ Yes   ☐ No
(f) Dates of payment?
☒ Yes   ☐ No
(g) The balance after each transaction?
☒ Yes   ☐ No

4.41   Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes   ☐ No   ☒ Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

4.42   Is the campus's refund policy published in the catalog?
       ☒ Yes   ☐ No

4.43   Is the refund policy fair, equitable, and applicable to all students?
       ☒ Yes   ☐ No

4.44   Describe the documentation to evidence that the campus is following its stated refund policy.
       Based on the review of student files, statuses on the 2017–2018 CAR, and the current student population,
       there have been no student drops since 2017, and thus no refunds were required.

4.45   Does the campus participate in Title IV financial aid?
       ☐ Yes   ☒ No *(Skip to 4.50.)*

4.50   Does the campus provide discounts for cash received in advance of the normal payment schedule?
       ☐ Yes   ☒ No *(Skip to 4.51.)*

4.51   Describe the process by which students who receive financial aid are counseled concerning their student
       loan repayment obligations.
       ☒ Not Applicable (The campus does not participate in financial aid.)

4.52   Describe the student services offered by the campus such as, but not limited to, structured tutoring,
       academic or personal counseling, and student orientation.
       The student services offered include one-on-one tutoring by the appropriate faculty, individual advising
       provided by Mr. ███ if needed, and a new-student orientation conducted on line and reinforced by the
       instructors at the beginning of the student's first term.

4.53   Who is the person on staff responsible for the oversight of counseling students on employment
       opportunities, and what are this person's qualifications?
       The registrar, Mr. ███████, is the person on staff responsible for the oversight of counseling
       students on employment opportunities. He has a master's degree in electrical and computer engineering
       from Georgia Institute of Technology. Prior to being hired for his postion at RNU, he was the office
       manager at a local hardware store for five years. Mr. ███ is currently on a leave of absence, and in the
       interim, his duties have been assigned to Mr. ███████, the compliance officer, who has a master's
       degree in computer science from RNU.

4.54   How does the campus ensure that employment assistance is offered to all students?
       As communicated to the team by the campus president, since the student population is small,
       employment opportunities are relayed to students through a variety of means, including instructors,
       employers calling the institution, and students meeting with the registrar for assistance.

4.55   Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points
       following the placement of the campus's graduates?
       ☒ Yes   ☐ No   ☐ Not Applicable (There have been no graduates.)

4.56   Does the campus use placement percentages or salary projections as part of its recruiting activities?
       ☐ Yes   ☒ No

FOR MASTER'S DEGREES ONLY

4.57   Do all students enrolled in master's degree programs possess a bachelor's degree?
☒ Yes   ☐ No

4.58   Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.
The admissions requirements for graduate programs include having a minimum 2.5 GPA in the prior degree earned and two letters of recommendation from the applicant's previous education or employment experience. The reference form utilized asks that the candidate be rated on intelligence, verbal communication skills, written skills, productivity and ethical behavior. The file review of the 12 master's degree students included official transcripts of a previous bachelor's or master's degree with acceptable GPAs and reference forms with scores ranging from average to outstanding.

Are these techniques appropriate?
☒ Yes   ☐ No

FOR ALL PROGRAMS

4.59   How does the campus ensure that its student relations reflect high ethical standards?
The review of admissions applications and student ledger cards indicated that the institution consistently follows its stated policies. Graduates find employment at the completion of their program, and the students interviewed are positive about their educational experience at RNU.

5. EDUCATIONAL ACTIVITIES
FOR ALL PROGRAMS

5.01   Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes   ☐ No

5.02   Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
As previously detailed, Dr. ▮▮▮▮ was hired by the institution in September 2015 to serve as the academic dean. He holds both a master's degree and a doctorate in political science from Columbia University and his experiences include serving as executive director of the Institute of Cross-Strait Relations for ten years; research associate at the Brookings Institution, Center for Northeast Asian Policy Studies for a year; and additional experience as an office manager and research assistant.

5.03   Does this person have appropriate academic or experiential qualifications?
☒ Yes   ☐ No

5.04   Describe how the campus makes provisions for the individual assigned to oversee the educational activities of all programs at the campus to have sufficient authority and responsibility for the development and administration of the programs.
Following the review of his data sheet and interviews with Dr. ▮▮▮▮, the team determined that the institution does make provision for him to oversee the programs and that he has sufficient authority and

responsibility to do so. As outlined on his data sheet, Dr. ▮▮▮ spends 60 percent of his time on program administration which includes curriculum review and faculty oversight, 30 percent on counseling students, and 10 percent teaching.

5.05   Is the time devoted to the administration of the educational programs sufficient?
☒ Yes   ☐ No

5.06   Is there a published policy on the responsibility and authority of faculty in academic governance?
☐ Yes   ☒ No

If *No*, insert the section number in parentheses and explain:
(Section 3-1-501): There is not a published policy on the responsibility and authority of faculty in academic governance.

5.07   Does the policy, at a minimum, address the role of the faculty in the following areas:
(a) Development of the educational program?
☐ Yes   ☒ No
(b) Selection of course materials, instructional equipment, and other educational resources?
☐ Yes   ☒ No
(c) Systematic evaluation and revision of the curriculum?
☐ Yes   ☒ No
(d) Assessment of student learning outcomes?
☐ Yes   ☒ No
(e) Planning for institutional effectiveness?
☐ Yes   ☒ No

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-501): There is not a published policy on the responsibility and authority of faculty in academic governance.

5.08   Is there evidence that this policy has been adopted and that faculty members are aware of it?
☐ Yes   ☒ No

If *No*, insert the section number in parentheses and explain:
(Section 3-1-501): There is not a published policy on the responsibility and authority of faculty in academic governance.

5.09   Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes   ☒ No (*Skip to 5.10 for renewal of accreditation. Skip to 5.12 for initial grants.*

FOR RENEWAL OF ACCREDITATION ONLY

5.10   Does the campus have any programs with current specialized or programmatic accreditation?
☐ Yes   ☒ No (*Skip to 5.12.*)

FOR ALL CAMPUSES

5.12   Are the educational programs consistent with the campus's mission and the needs of its students?
☒ Yes   ☐ No

If *No*, insert the section number in parentheses and explain:
(Section 3-1-500): There is insufficient evidence that demonstrates that the educational programs are consistent with the institution's mission, being adequate in breadth and context to achieve it, and produce measurable results. As detailed on page 5 of this report, the institution's published mission is to prepare students for successful employment through "…high-level training, real-world experience, and student-centered support…" As articulated in the program sections of this report, there are concerns with the level of training provided to students in the computer science programs, given the absence of labs and practical, hands-on exposure. Given the technical nature of these programs, the absence of hands-on training, equipment, appropriate researching, and exposure to external resources in the field call into question the quality of the program. Additionally, the programs are deficient in real-world experiences specific to the fields: the computer science program does not have an oversight committee which would have involved an employer and graduate, field trips are not commonly used in the programs, and technical experts coming to the classes to share their real-world experience have not been documented. Student-centered support—expected in the area of student services, resources, and activities—is lacking. There was limited evidence that advising, assistance with employment opportunities, tutoring, support with library resources, and extracurricular academic activities were taking place.

5.13   How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?
The formation of policies and design of educational programs involve faculty and administrators through the various academic committees, including the curriculum committee and program advisory committee. Through a review of the meeting minutes available for these groups, the team verified that the institution utilizes internal and external resources in the design and development of its programs. The external resources consist of members of the program advisory committee, which comprises employers from the local business community and technology industries. Faculty, who are considered subject matter experts, and administrators collaborate with the program advisory committee to examine the feasibility of new programs and to review existing curricula. Students provide input in the form of student satisfaction surveys, and graduate surveys are conducted. Employer surveys are also utilized to determine if graduates are acquiring the necessary knowledge, skills, and abilities necessary for employment.

5.14   What provisions are made for individual differences among students in the learning environment?
The faculty and dean were unable to articulate the provisions that are made for individual differences among students in the learning environment. Further, the self-study narrative provided to the team did not detail any provisions. However, based on interviews with students and faculty, the team learned that classes are designed in a way that is conducive to the various learning differences among students. Faculty members include visual aids, classroom discussions, presentations, and the use of multimedia.

5.15   Describe the system in place to evaluate, revise, and make changes to the curriculum.
The process of revising the curriculum begins with faculty members or the curriculum review committee. A cluster, defined as two or more faculty members teaching the same course, decide if revisions to a course or program are needed based on textbook revisions, new business or industry technology, or processes. If the cluster approves the recommendation, a faculty member of the cluster will be assigned to begin the formal process of course revision and approval by the curriculum committee.

5.16   Does the faculty participate in this process?
☒ Yes   ☐ No

5.17   What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?
The team reviewed the Academic Credit Analysis (ACA), course syllabi, the current catalog, and the current class schedule, but could not confirm that credit is appropriately converted in relation to total student contact hours in all classes.

If evidence does not confirm that credit is appropriately converted, insert the section number in parentheses and explain:
(Section 3-1-516(a)(ii)): The institution could not demonstrate that the credit hours awarded are appropriately converted based on the assessment of the knowledge, skills, or competencies acquired. Based on the academic credit analysis (ACA) submitted to the team, every course in every program is a three-semester-credit-hour course that includes 45 hours of lecture. Based on a review of the syllabi and course learning objectives for the undergraduate and graduate courses being offered during the time of the visit, as well as interviews with faculty and students, the team learned that there were some courses where practical technical application exercises were performed during class time. The ACA did not include any lab hours for this technical course work. As part of the curriculum for the CSC 511 Computer Architecture course, the learning objectives state that the student "…will be able to build a mini-computer." The learning objectives for CSC 537 Data Communications state that the student "…will be able to design and implement a local area network." In addition, ACC 215 Computerized Accounting uses QuickBooks software throughout the course. Such hands-on activities are commonly accomplished during supervised lab hours. The institution should review all course syllabi to ensure that credit is appropriately converted to total student contact hours in each course.

5.18   Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?
☒ Yes   ☐ No   (*If No, skip to 5.19.*)

If *Yes,* summarize the methods used for evaluating subject competency and awarding such credit.
As detailed in item number 4 on page 13 of the institution's catalog, RNU will accept credit through examinations, such as the ACT Proficiency Examination Program (PEP), the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST), widely accepted industry certification, or institution-developed tests.

Additionally, on page 14, under "Getting Credit for Life Experience," the institution details its process for obtaining credit for prior learning. A student can earn up to 30 credits at the undergraduate level through external examinations, credit for training, or portfolio development.

Does the campus have an established systematic method for evaluating and awarding such academic credit to which the campus adheres?
☐ Yes   ☒ No

If *No* (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

(Section 3-1-516(c)(i)): The institution does not have an established systematic method for evaluating and awarding such academic credit. When questioned, the administration shared that they do not have any internal review process because to date there has not been a request for such credit for personal experience.

5.19   Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes   ☐ No

5.20   Are the following appropriate to adequately support the number and nature of the general education courses?
(a) Facilities.
☒ Yes   ☐ No
(b) Instructional equipment.
☒ Yes   ☐ No
(c) Resources.
☒ Yes   ☐ No
(d) Personnel.
☒ Yes   ☐ No

5.21   Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.
The institution maintains four classrooms, one of which is used as a computer lab with eight computer workstations. The remaining three classrooms have the appropriate number of tables and chairs along with a whiteboard. The institution also has one LCD projector for faculty to display slide presentations.

5.22   Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes   ☐ No

5.23   Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☒ Yes   ☐ No

5.24   Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☐ Yes   ☐ No   ☒ Not Applicable (No faculty members hold foreign credentials.)

5.25   Describe how the program(s) includes the following required instructional components:
(a) Systematic planning.
The team was able to verify faculty meetings through minutes for the November 11, 2018, March 4, 2019, and July 9, 2019 meetings. The campus also utilizes a program advisory committee that includes employers from the business management and information technology sectors. The team was provided with minutes for two program advisory meetings, dated March 1, 2019, and August 22, 2019. The team

also reviewed the minutes for curriculum committee meetings on December 9, 2018 and June 21, 2019. The minutes of these two meetings demonstrate that a systematic planning process is utilized through the programs.

(b) Well-defined instructional objectives.

The course syllabi and program objectives contain all of the elements required and for the most part included measurable learning outcomes. However, there were several exceptions, as some course syllabi included poorly-worded, non-measurable learning outcomes.

(c) The selection and use of appropriate and current learning materials.

The institution is not selecting and using appropriate, current, learning materials for all of its courses.

(d) Appropriate modes of instructional delivery.

The institution has one mode for the delivery of instruction, which is lecture, consisting of face-to-face classroom instruction.

(e) The use of appropriate assessment strategies.

The programs use a variety of assessment strategies, such as examinations that measure comprehension and written exercises that measure critical thinking and creativity. The team also reviewed several practical application projects (optional) in the master's degree program that involved computer programming and software application design with development exercises to verify that students can apply the knowledge obtained.

(f) The use of appropriate experiences.

The institution did not demonstrate the use of appropriate experiences.

If there is no evidence of appropriate or sufficient inclusion of any of these components, insert the section number in parentheses and explain:

(Section 3-1-532(b)(c)(d)(f)): There is limited evidence of appropriate use and inclusion of all instructional components throughout the programs:

(b) Well-defined objectives: the institution's published instructional objectives are not measurable for CSC210 Database Management and CSC332 Data Communication, courses in the bachelor's degree in computer science program;

(c) Appropriate and current learning materials: at least one general education course, four business courses, and four computer science courses in the undergraduate and graduate programs use outdated textbooks that are incorrectly referenced on the syllabi: ENG11, ECO307, FIN517, FIN500, MKT201, CSC210, CSC511, CSC514 and CSC561. Additionally, appropriate tools, supplies, and equipment to achieve the learning objectives for CSC511 Computer Architecture and CSC537 Data Communications are not available or used;

(d) Appropriate modes of instructional delivery: the institution did not demonstrate that supervised labs are designed into the curriculum. Based on the team's review of the syllabus for CSC210 and CSC332, the learning objectives indicate that hands-on practical application exercises are required; however, designated lab hours were not included in the academic credit analysis; and

(f) Appropriate experiences: the team was not provided with documentation to support the use of experiences that would provide students with sufficient technical and occupational information, beyond the use of adjunct instructors in the programs.

5.26   Is there documented evidence of a systematic program of in-service training at the campus?

☐ Yes   ☒ No

If *No,* insert the section number in parentheses and explain:

(Section 3-1-543): The institution did not demonstrate that there is a systematic program for in-service training at the institution. In addition to not being included on the faculty development plans, there was no schedule of planned in-service training for the academic year.

5. 27   Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

☐ Yes   ☒ No

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

(Section 3-1-543): Faculty development plans are not appropriate. Current faculty development plans had a period identified as October 2019–September 2020; thus, at the time of the visit, the new plans had just gone into effect. However, they were not signed by the faculty members and they did not include a combination of both professional growth and in-service training activities.

To evidence that the institution maintains documentation of completion, the team requested the plans and back-up documentation for the 2018–2019 period. However, these were not provided to the team, so there was also no documentation to support annual implementation of faculty development plans.

5.28   Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

☒ Yes   ☐ No

5.29   Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.
The institution does not employ any full-time faculty; however, there are a significant number of highly qualified faculty who teach in the general education and occupation-specific courses being offered.

5.30   Describe the contracts and/or agreements the campus has with other institutions or entities for the delivery of any of its programs.
There are no contracts or agreements with other institutions for the delivery of any of its programs.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.33   Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

☒ Yes   ☐ No

FOR BACHELOR'S DEGREES ONLY

5.37   Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?

☒ Yes   ☐ No

5.38   Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated